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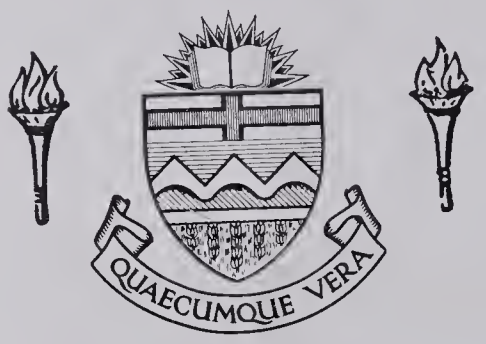

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A STUDY OF DIFFERENCES IN THE PERCEPTION OF ADJUSTMENT NEEDS AND DIFFICULTIES OF NEW IMMIGRANT TEACHERS

by

© LEONARD ROY SHYMONIAK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SEPTEMBER, 1968

ACKNOWLEDGMENT

The writer would like to thank his advisor, Dr. C.S. Bumbarger, and the other members of his committee, Dr. D.A. MacKay and Dr. L.D. Stewart for their helpful suggestions and constructive criticism during the conducting and reporting of this study.

Thanks are also extended to Mr. T.F. Rieger and Dr. S.C.T. Clarke from the Alberta Teachers' Association for the assistance provided.

To all the teachers in Alberta who responded to the questionnaire, appreciation is expressed for their willing cooperation and interest.

Finally, the writer wishes to thank his beloved wife for the encouragement and help given during the entirety of this study.

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ABSTRACT

The purpose of this study was to identify the severity of adjustment problems, the extent of help needed, and the desirability of orientation practicies, as perceived by new immigrant teachers in Alberta. A series of null hypotheses were also tested to discover the relationship between sixty variables under study and the following predictor criteria: country of origin, sex, teacher training, teaching experience, certificate held, size of community, teaching position, and orientation program in existence.

A Questionnaire for Teachers Newly-Arrived in Alberta, utilizing the Q-Sort technique in combination with a Likert type scale, was developed for the purposes of this study. A random sample, consisting of two hundred and eighty-five new immigrant teachers distributed throughout schools in the province of Alberta, responded to the questionnaire and provided the data for this study.

The rank intensity score, obtained by multiplying an assigned rank by a weighting factor, was the basis of all computations and tests in this study. Data were analyzed in two major stages. In the first stage, variables were ordered on the basis of mean rank intensity scores calculated for N = 285. The second stage involved the testing of a series of hypotheses for scores derived from groupings according to predictor criteria.

First stage analysis of data indicated that two adjustment variables were rated in the category of greatest seriousness. These were: (1) interpreting course of study and finding course reference materials, and (2) understanding the Alberta philosophy of education. New immigrant teachers rated only one variable in the category of most help needed; namely, understanding certification procedures. Finally, this same group of teachers

rated the following orientation variables in the category of greatest usefulness: (1) handbook for new immigrant teachers, (2) curriculum guides and course outlines from the Department of Education, (3) orientation meeting prior to school opening, (4) policy handbooks from the school board, (5) consultations with other staff members and (6) conferences with supervisors.

The second stage of the analysis established that there is a difference in the perceived (1) severity of adjustment difficulties, (2) extent of help needed, and (3) desirability of orientation practices by new immigrant teachers with different personal and situational characteristics. This finding was evidenced in sixty-three instances when the null hypothesis was rejected at the 0.01 level of confidence. The greatest differences in teacher perception were associated with predictor variables concerning country of origin and the type of orientation provided, while predictor variables years of training and years of teaching experience were associated with least differences.

Other findings were implied from the study as a whole. Perhaps the most significant of these was that the extent of orientation presently provided for teachers new to Alberta was largely inadequate. In the twenty per cent of the school systems where organized orientation programs were provided, teachers reported significantly less adjustment difficulty and help needed. Furthermore, this study indicated that where organized orientation programs existed, there was little attempt made to formally assist new immigrant teachers with problems specific to this group of teachers.

This study evidenced that many weaknesses in the approaches employed to orient teachers new to the province could be overcome by

(1) encouraging administrators to focus greater attention upon individual as well as group needs of these teachers, and (2) securing the cooperative efforts of the University, the Department of Education, the Alberta Teachers' Association, the school board and school for the organization of an effective program to provide complete orientation to every newly appointed immigrant teacher.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	DEVELOPMENT OF THE PROBLEM	1
	Introduction	1
	Background of the Problem	2
	Statement of Problem and Sub-Problems	4
	Problem 1	5
	Sub-problem	5
	Problem 2	6
	Sub-problem	6
	Problem 3	6
	Sub-problem	6
	Definition of Terms	7
	Importance of Study	7
II.	PERTINENT LITERATURE	11
	Adjustment Problems of New Teachers	11
	Orientation of New Teachers	16
III.	RESEARCH PROCEDURES	23
	Assumptions and Limitations	23
	Research Hypotheses	24
	Hypotheses	24
	Hypothesis 1	25
	Hypothesis 2	25
	Hypothesis 3	25
	Independent and Dependent Variables of the Study	25
	Development of the Instrument	26
	Developing Questionnaire Scoring Scales	26

CHAPTER PAGE

The Sample 28

Obtaining a Random Sample 28

Delimitation and Description of Sample 29

Personal Characteristics 30

Situational Characteristics 30

Analysis Procedures 32

A Perspective 36

IV. ANALYSIS OF DATA (PART I) 37

Perceived Severity of Adjustment Problems 37

Differences in Perception of Adjustment Variable Severity for Teachers with Different Personal and Situational Characteristics 41

Country of Origin 42

Sex 45

Years of Teacher Training 46

Years of Teaching Experience 48

Type of Certificate Held 50

Type of Community 52

Teaching Position 54

Type of Orientation Program in Existence 56

Summary of Findings for Seriousness of Adjustment Problems 58

V. ANALYSIS OF DATA (PART II) 62

Amount of Help Perceived as Needed 62

Differences in Perception of Amount of Help Needed for Teachers with Different Personal and Situational Characteristics 66

CHAPTER PAGE

Country of Origin 66
Sex 69
Years of Teacher Training 71
Years of Teaching Experience 73
Type of Certificate Held 74
Type of Community 77
Teaching Position 78
Type of Orientation Program in Existence 79
Summary of Findings for Amount of Help Perceived as Needed 82
VI. ANALYSIS OF DATA (PART III) 85
Perceived Desirability of Orientation Practices 85
Differences in the Perception of Desirability of Orientation Variables for Teachers with Different Personal and Situational Characteristics 89
Country of Origin 90
Sex 93
Years of Teacher Training 94
Years of Teaching Experience 95
Type of Certificate Held 96
Type of Community 98
Teaching Position 99
Type of Orientation Program in Existence 101
Summary of Findings for Desirability of Orientation Practices 102
VII. CONCLUSION 104
Restatement of Problem 104

CHAPTER PAGE

Summary of Findings (Part I) 105
Severity of Adjustment Problems 105
Amount of Help Needed 105
Desirability of Orientation Practices 106
Summary of Findings (Part II) 107
Country of Origin 108
Sex 109
Years of Teacher Training 110
Years of Teaching Experience 110
Type of Alberta Certificate 110
Type of Community 111
Teaching Position 112
Type of Orientation Program in Existence 112
Implications 113
Recommendations 116
BIBLIOGRAPHY 119
APPENDIX A 123
APPENDIX B 134

LIST OF TABLES

TABLE		PAGE
I.	Source and Number of Immigrant Teachers Employed in Alberta by School Year	2
II.	Teacher Recruitment in Alberta for School Year 1967-68 . . .	5
III.	Frequency Table Illustrating Personal Characteristics of New Immigrant Teachers in Sample (N = 285)	31
IV.	Frequency Table Illustrating Situational Characteristics of New Immigrant Teachers in Sample (N = 285)	32
V.	List of Adjustment Variables From Questionnaire for Newly-Arrived Teachers in Alberta	38
VI.	Identification of Labels Used to Describe and Classify Rank Intensity Scores in Analyses of Data	39
VII.	Classification of Mean Rank Intensity Scores for Adjustment Variables Ranked in Order of Decreasing Severity (N = 285)	40
VIII.	Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Country of Origin, df=3)	43
IX.	Mean Rank Intensity Scores for Predictor Categories Country of Origin and Significant Adjustment Variables .	43
X.	Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Male and Female, df=1)	45
XI.	Mean Rank Intensity Scores for Predictor Categories Sex and Significant Adjustment Variables	46
XII.	Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Years of Teacher Training, df=5)	47
XIII.	Mean Rank Intensity Scores for Predictor Categories Teacher Training and Significant Adjustment Variables .	48

TABLE PAGE

XIV. Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Teaching Experience, df=5) 49

XV. Mean Rank Intensity Scores for Predictor Categories Teaching Experience and Significant Adjustment Variables 50

XVI. Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Type of Certificate, df=4) 51

XVII. Mean Rank Intensity Scores for Predictor Categories Type of Certificate and Significant Adjustment Variables . . 51

XVIII. Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Type of Community, df=3) 53

XIX. Mean Rank Intensity Scores for Predictor Categories Type of Community and Significant Adjustment Variables . . 53

XX. Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Teaching Position, df=2) 55

XXI. Mean Rank Intensity Scores for Predictor Categories Teaching Position and Significant Adjustment Variables 55

XXII. Kruskal-Wallis H Scores for Adjustment Variables (Predictor Categories Type of Orientation, df=1) 57

XXIII. Mean Rank Intensity Scores for Predictor Categories Type of Orientation and Significant Adjustment Variables . 57

XXIV. Tabulation of Significant Adjustment Variables for Teacher Characteristics Tested 60

XXV. List of Help Needed Variables from Questionnaire for Teachers Newly-Arrived in Alberta 63

XXVI. Identification of Labels Used to Describe and Classify Rank Intensity Scores 64

TABLE PAGE

XXVII. Classification of Mean Rank Intensity Scores for Help Needed Variables Ranked in Order of Decreasing Intensity (N = 285) 65

XXVIII. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Country of Origin, df=3) 67

XXIX. Mean Rank Intensity Scores for Predictor Categories Country of Origin and Significant Help Needed Variables 67

XXX. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Sex, df=1). 70

XXXI. Mean Rank Intensity Scores for Predictor Categories Sex and Significant Help Needed Variable 70

XXXII. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Teacher Training, df=5) 71

XXXIII. Mean Rank Intensity Scores for Predictor Categories Teacher Training and Significant Help Needed Variable . 72

XXXIV. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Teaching Experience, df=5) . . . 73

XXXV. Mean Rank Intensity Scores for Predictor Categories Teaching Experience and Significant Help Needed Variable 74

XXXVI. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Type of Certificate, df=4) . . . 75

XXXVII. Mean Rank Intensity Scores for Predictor Categories Type of Certificate and Significant Help Needed Variables, df=4 76

TABLE PAGE

XXXVIII. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Type of Community, df=3) 77

XXXIX. Mean Rank Intensity Score for Predictor Categories Type of Community and Significant Help Needed Variable . . 78

XL. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Teaching Position, df=2) 78

XLI. Mean Rank Intensity Scores for Predictor Categories Teaching Position and Significant Help Needed Variable 79

XLII. Kruskal-Wallis H Scores for Help Needed Variables (Predictor Categories Orientation Program, df=1) . . . 81

XLIII. Mean Rank Intensity Scores for Predictor Categories Type of Orientation and Significant Help Needed Variables 81

XLIV. Tabulation of Significant Help Needed Variables for Teacher Characteristics Tested 83

XLV. List of Orientation Variables from Questionnaire for Teachers Newly-Arrived in Alberta 86

XLVI. Identification of Labels Used to Describe and Classify Rank Intensity Scores 87

XLVII. Classification of Mean Rank Intensity Scores for Orientation Variables Ranked in Order of Decreasing Usefulness (N = 285) 88

XLVIII. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Country of Origin, df=3) 91

TABLE PAGE

XLIX. Mean Rank Intensity Scores for Predictor Categories Country of Origin and Significant Orientation Variables . . 91

L. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Sex, df=1) 93

LI. Mean Rank Intensity Scores for Predictor Categories Sex and Significant Orientation Variables 93

LII. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Teacher Training, df=5) 94

LIII. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Teaching Experience, df=5) 95

LIV. Mean Rank Intensity Scores for Predictor Categories Teaching Experience and Significant Orientation Variable 96

LV. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Type of Certificate, df=4) 97

LVI. Mean Rank Intensity Scores for Predictor Categories Type of Certificate and Significant Orientation Variable 97

LVII. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Type of Community, df=3) 98

LVIII. Mean Rank Intensity Scores for Predictor Categories Type of Community and Significant Orientation Variable 99

LIX. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Teaching Position, df=2) 100

LX. Mean Rank Intensity Scores for Predictor Categories Teaching Position and Significant Orientation Variable 100

TABLE PAGE

LXI. Kruskal-Wallis H Scores for Orientation Variables (Predictor Categories Type of Orientation, df=1) 101

LXII. Tabulation of Significant Orientation Variables for Teacher Characteristics tested 103

LXIII. Number and Percentage of Adjustment and Help Needed Variables for which Significant Differences were Recorded in Study 115

CHAPTER I

DEVELOPMENT OF THE PROBLEM

I. INTRODUCTION

In September of 1967, approximately twelve hundred new immigrant teachers assumed responsibilities in Alberta classrooms for the first time.[1] This figure, which has doubled in the past two years, represents roughly seven percent of the total teaching force in Alberta for the 1967-68 school year, as illustrated in Table I. If the present trend continues, it can be expected that in future years even a greater number of new immigrant teachers will be assuming positions in Alberta schools.

For the most part, these teachers come from cultures and educational systems differing considerably from that of Alberta. It seems reasonable that if school authorities expect new immigrant teachers to fulfil their professional responsibilities with utmost effectiveness, then efforts must be made to formally assist such teachers with various problems encountered within the school and its immediate environment. An organized orientation program, designed to help the new teacher adjust to a particular school system and community, would therefore seem to be an essential prerequisite for ensuring effective performance of new teachers early in the school year.

To-date, school authorities have no firm evidence upon which to base decisions regarding the structuring and evaluating of orientation

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[1] Department of Education, "Reports of Teacher Shortage and Recruitment," (unpublished reports of the Testing and Research Office, Special Services Branch, the Government of Alberta, Edmonton, 1965-67).

programs for newly-arrived teachers in the province, or indeed, about the need for such programs. Research data in this particular area is not available.

TABLE I

SOURCE AND NUMBER OF IMMIGRANT TEACHERS EMPLOYED IN ALBERTA BY SCHOOL YEAR

School Year	From Saskatchewan	From Canadian Provinces Other than Saskatchewan	From the United Kingdom	From Other Countries	Grand Total
1965-66	120	234	85	159	598
1966-67	178	315	105	284	882
1967-68	206	341	233	394	1,174

This study attempted to lay the groundwork for the implementation of effective orientation programs for new foreign teachers in Alberta. Hopefully, school administrators and other persons or agencies working with new immigrant teachers will be able to utilize research evidence from this study so that effective decisions can be made in the area of teacher orientation.

II. BACKGROUND OF THE PROBLEM

Numerous researchers have in the past explored the topic of teacher adjustment and orientation. At the University of Alberta alone, three independent studies have been carried out within the last decade. In the

most recent study, Milne attempted to discover the relationship between such teacher variables as sex, age and experience, and the seriousness of problems encountered by first year teachers.[2] In 1965, Formanek interviewed beginning teachers in a Calgary system to discover the effect of an organized internship program on difficulties experienced.[3] In 1958, Kuefler directed her attention to new teachers in three urban Alberta centres to determine, among other things, the effect of an organized orientation program on the adjustment needs of teachers.[4] Other studies have been conducted on new experienced and inexperienced teachers in other Canadian centres and in the United States.[5] All the mentioned studies have one characteristic in common; namely, the experimental group of teachers received all or most of their previous training and experience within the same state or province where they were employed.

This study is related to some of the research cited in that it deals with the topic of new teacher adjustment and orientation. On the other hand, it is unlike any previous research on teacher adjustment and orientation insofar as it was concerned with a sample of new teachers who

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[2]L.J. Milne, "Problems of Beginning Teachers" (unpublished Master's thesis, The University of Alberta, Edmonton, 1968).

[3]S.C. Formanek, "An Investigation of the Assistance Received by Beginning Elementary Teachers in the Calgary Public School System" (unpublished Master's thesis, The University of Alberta, Edmonton, 1965).

[4]Sister M. Constance Kuefler, "A Study of Orientation Procedures for New Teachers in Selected School Systems" (unpublished Master's thesis, The University of Alberta, 1959).

[5]Refer to William Russell McGillivray, "A Survey of Supervisory Assistance as Perceived by Beginning Teachers in Selected Urban High Schools in Ontario" (unpublished Master's thesis, The University of Alberta, Edmonton, 1960). See also Chapter Two of this study which attempts to survey the more pertinent research in the area of orientation and adjustment in the United States and Canada.

have received all previous experience and training outside the Province of Alberta. As indicated in Table II, this portion comprised over twenty-five percent of the total population of new teachers in Alberta in the 1967-68 school year.

The need for further study in the field of teacher orientation is clearly seen by Kuefler, evidenced by the following recommendation ". . . to any student undertaking research in the Department of Educational Administration":

> In view of the agreement between the results of this survey and those of American research, that future investigations on a large scale be made in . . . Alberta, the other provinces of Canada and perhaps in Canadian schools in general to evaluate existing procedures so that a worthwhile orientation program might be implemented by all school administrators. In this way, all new teachers would receive the amount and type of help they need most.6

The need for further research in the area of adjustment and orientation becomes quite apparent when attention is focused on a group of teachers as unfamiliar with the Alberta situation as the new immigrant teacher. Moreover, since no survey to-date has dealt with this portion of new teachers in Alberta, the need for organized research in this area is even more pronounced.

III. STATEMENT OF PROBLEM AND SUB-PROBLEMS

The purpose of this study was to identify the perceived adjustment problems and help needed by new immigrant teachers in Alberta. An

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[6]Kuefler, op. cit., p. 100

TABLE II

TEACHER RECRUITMENT IN ALBERTA FOR SCHOOL YEAR 1967-68

Place of Recruitment	Total	Percentage
Transfers within the Province	1171	25.3
From outside of Alberta	1174	25.4
Teachers returning to the Profession	497	10.7
From teacher training institutions	1704	36.8
From other sources	84	1.8
Total:	4630	100

attempt was also made to identify certain orientation procedures which can help meet the general needs of immigrant teachers. In more specific terms, the major problems and related sub-problems studied were as follows:

Problem 1

What adjustment problems are perceived as most serious by new immigrant teachers in Alberta?

Sub-problem: Do new immigrant teachers with different personal and situational characteristics perceive the severity of adjustment problems differently?

Problem 2

What help was perceived as most needed by new immigrant teachers in Alberta?

Sub-problem: Do new immigrant teachers with different personal and situational characteristics perceive the amount of help needed differently?

Problem 3

What orientation practices are perceived as most useful by new immigrant teachers in Alberta?

Sub-problem: Do new immigrant teachers with different personal and situational characteristics perceive the desirability of orientation practices differently?

For each of the sub-problems above, two major types of teacher characteristics were considered; namely, personal characteristics and situational characteristics. Included in the former were the following variables used as predictors: sex, country of origin, type of certificate held, years of teacher training, and years of teaching experience. The three situational characteristics utilized for purposes of analysis included: (1) grade level of instruction; (2) the type of orientation program in existence in the particular school system where the teacher was employed; and (3) the size of the community in which the teacher was resident.

IV. DEFINITION OF TERMS

New immigrant teachers, for the purposes of this study, are all those teachers rendering their first year of service to a particular Alberta school system, who have received their training and previous experience outside the Province of Alberta.

Orientation is the process of familiarizing a new teacher with a particular school and community, for the purpose of facilitating effective performance of professional duties and responsibilities early in the school year.

Adjustment, for the purposes of this study, is defined as the process by which a teacher new to a school system adapts himself to the expectations of his position and the social conditions within and without the school.

V. IMPORTANCE OF STUDY

It can be readily demonstrated that the same reasons which are used to support the importance of education in general, apply when arguing for the importance of this study. As visualized by Dungan, "The orientation of new teachers is an important factor upon which the ultimate success of the educational program depends."[7] A similar view is held by Eastmond who cautions that:

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[7]R.H. Dungan, "Orienting New Teachers," Bulletin of the National Association of Secondary School Principals, XLI (March, 1957), 43-45.

> . . . it should be continuously kept in mind that the ultimate purpose of an induction program is the promotion of a high quality of instruction for the children in the school.[8]

Most educationists would agree that teacher orientation is an important function within the total school program insofar as it can effect a higher quality of instruction. It, therefore, seems reasonable that administrators should strive for continuous evaluation and improvement of the orientation program in a particular school. Rather than attempting such an evaluation and improvement through hopeless speculation, administrators can benefit from objective evidence derived through research.

The administrator at the building level is not the only person responsible for the orientation of the new teacher. Effective orientation of new teachers requires the cooperation and efforts of all agencies concerned with educational decision making in the Province. School superintendents may find the research data obtained in a project of this type to have invaluable application in the areas of recruitment, placement and retention of immigrant teachers. Trustees, in their capacity as directors of the educational system, should also be interested.

The concern of the professional association in matters of teacher orientation is perhaps of a slightly different nature. One authority of the Alberta Teachers' Association recently posed the following questions:

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[8]J.N. Eastmond, The Teacher and School Administration (Boston: Houghton-Mifflin, 1959), p. 326.

> The assimilation of 1,000 or more new members into our organization each year would appear to be one of the most pressing problems facing the Association. How do we help new members attain greater satisfaction in their professional life: How do we serve their needs?[9]

Rieger, an executive assistant of the Alberta Teachers' Association who has worked for several years with new teachers in grievance matters, comments with regard to the usefulness of this project as follows:

> Our experience indicates a number of facets of education in Alberta which new teachers find puzzling or frustrating; for example, the requirements and significance of certification, evaluation of qualifications for salary purposes, the nature of collective agreements, the nature of a teacher's contract, the centralization of authority in such matters as curriculum, the decentralization of authority in such matters as the employment of teachers, the "philosophy" of the Alberta education system, and so on.
>
> While we have not yet done a great deal towards the orientation of new teachers, the Association recognizes this as one of its responsibilities and has undertaken some steps to assist locals with orientation programs . . . . Your study should provide useful information for any orientation program that we might undertake.[10]

Likewise, the Department of Education may need to realize that it also has a role in orienting the new immigrant teacher in Alberta. Finally, by offering special courses designed to orient the new immigrant teacher, the University and junior college can also participate effectively in the overall program.

Regardless of the level at which decisions are made, there is no substitute for concrete experimental evidence when attempting to implement orientation practices vital to maximum attainment of educational objectives.

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[9] T.W. McConaghy, "Doves or Hawks?" The A.T.A. Magazine, XLVIII (May-June, 1968), 2-3.

[10] Infra. Appendix B.

The importance of a study conducted in the area of teacher orientation can be readily inferred from the findings of Kitchen. In an investigation to establish research priorities of crucial problems in educational administration in Canada, he found the general area of obtaining and improving staff to rank second in importance out of five major problem areas. Sixty prominent administrators throughout Canada perceived issues in obtaining and improving staff as an area of vital concern requiring more attention from research workers.[11]

In summary, a significant percentage of the total number of new teachers in Alberta each year came from outside the province. For the most part, their training and experience has been derived in settings quite different from that of Alberta. Authorities have noted that orientation programs promote rapid development of effective behavior for new teachers. This study proposed to investigate the pertinent dimensions of an orientation program for teachers from other settings and cultures, some of them markedly different from the Alberta scene.

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[11] H.W. Kitchen, "An Investigation of the Research Priorities of Crucial Problems in Educational Administration in Canada" (unpublished Master's thesis, The University of Alberta, 1962), p. 138.

CHAPTER II

PERTINENT LITERATURE

Three steps in the establishment of an orientation program for new teachers are recommended by Michael:

> First, the problems encountered by the teachers in the new teaching situation should be identified. Second, the major needs of newly elected teachers should determine the purpose of the induction program. Finally, techniques should be utilized in the program which will facilitate the teacher's adjustment to the school and community.[1]

The overall purpose of this study was to prepare the groundwork for an effective orientation program for new immigrant teachers in Alberta. Throughout the entire study, it was convenient to adopt the theme outlined by Michael. In utilizing this conceptualization as a frame of reference, pertinent literature was systematically reviewed for the purpose of (1) developing a suitable instrument (i.e., Questionnaire for Teachers Newly-Arrived in Alberta) and (2) bringing the reader up to date with other research in the area of new teacher adjustment and orientation. Accordingly, Section I of this chapter will deal with the pertinent literature on adjustment problems of new teachers and Section II will be concerned with orientation of new teachers in general.

I. ADJUSTMENT PROBLEMS OF NEW TEACHERS

Writers and researchers on adjustment of new teachers can be classified into two groups: those concerned with general problem areas and those concerned with specific problem areas. Among the members of the former group is McNerney who broadly classifies teacher adjustment

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[1]Lloyd S. Michael, "Orienting New Teachers," Bulletin of the National Association of Secondary School Principals, XXXIV (December, 1950), 72-78.

into the following areas: problems involving attitudes, problems involving administration, problems involving evaluation of pupils, problems involving curriculum, problems involving methods, problems involving preservice training.[2] The membership of the latter group, concerned with specific problem areas, is far more numerous. For the most part, the research on specific problems is characteristic of two periods in educational history with the first reflecting postwar conditions and the second focusing on problems arising from modern advances and changes on the educational scene. In addition to the specific problem behavior of these two periods, there exist those teacher difficulties which are a result of normal growth and development, personal characteristics of the teacher or situational variables associated with the school in which the teacher is employed.

Literature and research on teacher adjustment of the postwar period make frequent mention of teacher difficulties due to inadequacies of instructional facilities and equipment, low professional status and insufficient teacher training. This view is evident from various studies conducted by educational researchers between 1948 and 1955. For example, Spears in 1948 reports that the most common teacher handicaps and obstacles, listed in order of frequency are as follows: (1) lack of room, (2) lack of materials and supplies, (3) lack of time, (4) no movable furniture, (5) inadequate knowledge and (6) lack of supplementary books.[3]

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[2]Chester T. McNerney, Educational Supervision (New York: McGraw-Hill Company, 1951), pp. 2-5.

[3]Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, 1953), pp. 450-460.

Shilland in 1949 found the following factors bearing the most influence upon new teachers and their work: (1) doing work for which teacher is prepared, (2) adequacy of equipment and supplies, (3) physical working conditions, (4) job security, and (5) fair compensation.[4] Similar findings observed by Palmer,[5] Elliot,[6] Wallace,[7] and Cable[8] more completely describe common adjustment problems of new teachers of this period. Other adjustment problems less frequently mentioned, but mentioned by at least one of the above writers are (1) handling discipline problems, (2) influencing pupil attitudes and respect, (3) obtaining cooperation of parents, (4) reporting to parents, (5) finding time for heavy class load, (6) acquiring and understanding school philosophy, and (7) learning administrative problems and procedures.

Since the postwar period, changes on the educational scene seem to have influenced a shift in the type of adjustment problems which new teachers experience during the early stages of their employment. There has been an apparent trend for new teachers to express greater concern

---

[4]Peter D. Shilland, "A Teacher Morale Survey," Educational Forum, XIII (May 1949), 479-485.

[5]Carol A. Palmer, "The Induction of New Teachers at Bultes High School" (unpublished Doctoral Dissertation, Teachers' College, Columbia University, New York, 1954), pp. 83-86.

[6]B.M. Elliot, "A Study Concerning the Orientation of New Teachers in the Metropolitan Area of St. Louis" (unpublished Doctoral Dissertation Washington University, St. Louis, Missouri, 1954), pp. 55-56.

[7]Morris S. Wallace, "The Induction of New Teachers" (unpublished Doctoral Dissertation, Teachers' College, Columbia University, New York, 1948), p. 144.

[8]Paul E. Cable, "Problems of New Teachers," Educational Administration and Supervision, XLII (April, 1956), 170-177.

over issues surrounding supervision, methodology and instruction, professional growth, and school-community relationships. Strickland, one of the first educational researchers of this group, found that most of the serious adjustment problems facing new teachers were in the area of supervision. In particular, "finding out what the principal and supervisor think of the teacher's work" topped the list of outstanding problems. Next, in descending order of seriousness, were (1) learning routine, (2) obtaining books and supplies, (3) getting information about school policies, (4) finding time for recreation, (5) understanding the school philosophy, (6) learning about community traditions, (7) securing group meetings for problems, and (8) evaluating pupil progress. The problem of maintaining discipline ranked in tenth place.[9] Kuefler, who adapted the same questionnaire for her study and administered it to new teachers in three Alberta urban centres, obtained results which were for the most part consistent with the findings of Strickland.[10] In addition, Kuefler found that new teachers with less classroom experience had more problems than new teachers with a greater number of years of teaching experience.[11]

In a recent sociological study on immigrant Indian teachers in Alberta, Pannu attempted to discover what problems the Indian teacher perceived as most serious. It was found that problems of "student

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[9]Evert C. Strickland, "Orientation Programs for New Teachers in Ohio Schools," Educational Research Bulletin, XXXV (October, 1956), 169-175.

[10]Sister M.C. Kuefler, "A Study of Orientation Procedures for New Teachers in Selected School Systems" (unpublished Master's thesis, The University of Alberta, 1959), p. 98.

[11]Ibid.

indifference" and "excessive workload" were of the first order of relevance and importance, problems of "Canadian climate and food" in the second order of relevance and importance, and in the third place, the problem of "communication" and "parent and public attitude towards school and teachers."[12] When certain teacher data variables were considered in the analysis, it was found that age and religion of the respondent were importantly associated with the perception of problems. Of somewhat lesser importance were the factors of sex, previous intercultural experience, grade level of teaching and school size.[13]

For purposes of summary, reference is made to Castetter, who reviewed some of the more significant studies on teacher adjustment and summarized the following problems as most frequently experienced by personnel newly appointed to school positions:

1. Problems in becoming acquainted with and making adjustments in the community;

2. Problems involved in understanding the school system, its aims, policies, programs, procedures, controls, resources, and organizational relationships;

3. Problems of becoming acquainted with the position, including courses of study, pupil personnel, and parents;

4. Problems of making the acquaintance of other school personnel;

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[12]Rajinder Singh Pannu, "A Sociological Survey of Teachers from India Teaching in Alberta" (unpublished Master's thesis, The University of Alberta, 1966), pp. 234-239.

[13]Ibid.

5. Problems of a personal nature, such as difficulties related to locating suitable living accommodations, the level of personal health, and the availability of transportation facilities.[14]

II. ORIENTATION OF NEW TEACHERS

The terms orientation and induction, as related to newly appointed school personnel, are taken to be synonymous and refer to an administrative function which is broad in its scope of activity. Castetter describes an orientation program as a systemmatic organizational effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the school while realizing personal and professional satisfaction.[15] Another author views orientation as:

> . . . that process by which the school employee becomes aware of the various facets of the school employment for which he has been engaged and the implications of these facets for him - this process of becoming aware is a part of every experience in and pertaining to the school scene.[16]

For the most part, there is agreement among different writers as to what constitutes desirable features of an orientation program. Burrup believes that administrators should plan orientation programs cooperatively with teachers, who in turn play a major role in the preparation of such programs. School administrators may find it difficult to anticipate all the problems or locate all areas of possible misunderstanding confronting new teachers. Moreover, teachers are often closer

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[14]William B. Castetter, Administering the School Personnel Program (New York: The MacMillan Company, 1962), p. 225.

[15]Ibid., p. 223.

[16]Percy E. Burrup, The Teacher and the Public School System (New York: Harper and Bros., 1960), p. 135.

to the problems and can usually render effective service in preparing new teachers to become oriented in their positions.[17]

Eastmond cautions that "it should be continuously kept in mind that the ultimate purpose of an induction program is the promotion of a high quality of instruction for the children in the school."[18] Dungan goes further to state that the orientation of new teachers is an important factor upon which the ultimate success of the educational program depends.[19]

Broad warns that new teachers may find it difficult to assimilate the vast amount of information presented in one or two days of intensive orientation. Careful re-orientation, as need arises, should be given consideration by the organizers of orientation programs.[20] The same view is held by Towers who characterizes the good induction program as one that provides continuous help to new teachers throughout the entire first year of teaching. He points out that administrators do not err with regard to decision for a need for induction programs but in decisions pertaining to the duration of such programs. In his opinion:

> . . . a variety of orientation and inservice educational programs have been designed to help teachers cope with their personal and professional problems. Although many of these programs appear glamorous and very successful, a careful examination of them reveals a pattern of services that are often limited to helping teachers during the first week or two of school, leaving new teachers without assistance during the crucial year ahead.[21]

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[17] Ibid., pp. 274-5. [18] Jefferson N. Eastmond, op. cit., p. 326.

[19] R.H. Dungan, op. cit.

20 G.R. Broad, "Orienting New Teachers," Bulletin of the National Association of Secondary School Principals, XXXIV (December, 1950), 67-72.

[21] M.M. Towers, "Orientation and In-service Education Practices in Ninety-one School Systems in the United States," Educational Administration and Supervision, XLII (March, 1956), 181-190.

Other writers argue that a one stage orientation program as suggested by Broad and Towers is inadequate. Runkel, for example, recommends an orientation program which has four parts. In such a comprehensive program, the first part deals with the teacher from the time he first corresponds with the employer to the beginning of the pre-orientation period. The second deals with the orientation program carried on prior to the opening of the school, the third, with the help given the teacher during his probationary period, and the final part is that of constant evaluation and revision of the orientation program.[22]

Cable stresses that the timing of assistance is very important in that help which is too little or too late may lose much of its effectiveness. Assistance should be timed to meet the adjustment needs of new teachers when it will be of most benefit to them and their situation. The same author lists additional desirable features of an orientation program for new teachers. In his opinion, an orientation program for new teachers should be:

1. Based on the best research available;

2. Supported fully by the major policy-making body of the school district;

3. Adapted to the school system and the individual school, and

4. Developed with secondary goals, aims and purposes clearly set forth and understood.[23]

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[22]A.J. Runkel, "Teacher Orientation Starts Early," Bulletin of the National Association of Secondary School Principals, XLI (February, 1967), 85-88.

[23]Paul E. Cable, "Basic Principles of New Teacher Orientation," American School Board Journal, CXXXIV (May, 1957), 41-42.

With regard to the last point, Wiles suggests several more important secondary goals as they relate to the responsibility of the supervisor in meeting the basic needs of the new teacher. He suggests the following goals: (1) to make the new teacher feel that he is wanted, (2) to give the new teacher complete knowledge of conditions of employment, (3) to give the new teacher a feeling of confidence in himself, and (4) to give the new teacher a feeling of pride in the situation.[24]

According to Coutts, the purpose of an orientation program is to acquaint and familiarize the new teacher with all phases of operations within and without the school. Coutts feels that in fulfilling this function the induction program should accomplish the following:

> 1. Acquaint the new teacher with the community: living accommodations, history and traditions, economics, cultural and recreational facilities, organizations, and geography;
>
> 2. Familiarize the new teacher with the school system: size, organization, educational point of view, general policies and practices, and resources;
>
> 3. Introduce the new teacher to the administrative staff: the superintendent and his assistants, special supervisors, the principal. From this introduction should evolve an understanding of the educational philosophy, aims and practices of the administration;
>
> 4. Acquaint the new teacher with the school in which he will teach: the principal, the staff, the facilities and resources, routine procedures and practices, the pupils and their background; and
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> 5. Give the new teacher details concerning such matters as salary, sick leave, health services, extra duties, community responsibility and inservice education programs.[25]

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[24]Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), pp. 216-218.

[25]Herbert T. Coutts, "Orientation: The Principal Helps the New Teacher," The Canadian School Principal, A.W. Reeves, et al., editors, (Toronto: McClelland and Stewart, Ltd., 1962), pp. 96-110.

Researchers have found that all new teachers do not agree on the priority or importance of orientation practices made available to them. There is evidence to indicate that the desirability and appropriateness of orientation practices depend to some extent on the personal and situational characteristics associated with the new teachers. Unfortunately, in many instances these independent variables have not been given due regard in many of the studies conducted. In an Indianapolis study during the mid-fifties, Towers found that new teachers in general gained the most help from: (1) Teachers' conventions, (2) individual conferences with consultants, (3) courses of study, and (4) help from other teachers.[26] A year later, in a Pennsylvania study, Dungan discovered that the most informative and reliable source of information for new teachers was an interview or conference with the building principal. Ranking second as a valuable source of information was the teachers' handbook. New teachers considered the handbook a ". . . source always available, an accurate source, containing material that is clear and concise." The third agency mentioned by these teachers as being of extreme value in their orientation was the faculty meeting.[27] Cappa obtained results which indicated that new teachers found scheduled and unscheduled supervisory visits, demonstration lessons, intervisitations and institutes as most helpful orientation procedures.[28] In an Alberta

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[26]Melvin M. Towers, "A Study of Orientation and In-Service Education Practices in the Indianapolis Public School," Educational Administration and Supervision, XLII (April, 1956), 219-229.

[27]R.H. Dungan, op. cit.

[28]D. Cappa, "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, (March, 1957), 217-222.

study, Kuefler found that 'the typical new teacher felt that she obtained more help from fellow teachers and principals than anyone else." Other techniques which were repeatedly noted as most frequently used and of most value to new teachers were: board bulletins, staff meetings and departmental bulletins.[29] Geogiady describes an orientation program in one school system which focused almost entirely on the social aspects of a new teacher's induction. This author reports that teachers new to the community stayed longer if they found activities that helped them lead to a more satisfying life outside of their working hours.[30]

Another way of orienting new teachers is through services provided by a university. New immigrant Indian teachers in Pannu's study gave highest preference to methods courses, courses especially designed for foreign teachers and to speech correction courses.[31]

Do organized orientation programs have an effect on the ease of teacher adjustment to new positions? Both Strickland[32] and Kuefler[33] conclusively found that new teachers from schools with organized orientation programs rated most problems as much less serious than did the teachers from schools with incidental orientation programs, or no orientation programs at all.

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[29]Sister M. Constance Kuefler, op. cit.

[30]Alexander Geogiady, "New Ways to Orient New Teachers," Nation's Schools, LIX (March, 1957), 86-89.

[31]R.J. Pannu, op. cit.

[32]Evert C. Strickland, op. cit.

[33]Sister M. Constance Kuefler, op. cit.

In summary, the literature stresses that administrators who wish to obtain maximal performance from new teachers must make efforts to systematically minimize the adjustment difficulties confronting such teachers. The most effective method of minimizing problems hindering performance of new teachers is through orientation programs. Such a program (1) is properly timed and provides continuous assistance over an extended period of time, (2) is adapted to the particular situation, (3) is based on research, and (4) has an ultimate goal of improving instruction. In brief, to acquaint the new teachers with all phases of operations within and without the school, an orientation program attempts to provide the new teacher with knowledge. As visualized by an authoritative source:

> There is no substitute for knowledge, and every sound induction program is based on the principle that the more the newly-appointed teacher knows about the school system and its policies, the curriculum of the school to which he is assigned, and the community, the greater his efficiency will be.[34]

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[34]N.E.A., "Staff Relations in School Administration," American Association of School Administrators (Washington, 1955), pp. 49-50.

CHAPTER III

RESEARCH PROCEDURES

In Chapter II of this study, reference was made to Michael, who recommends three steps in the establishment of an orientation program for new teachers. In brief, the following sequence of steps as an approach to orientation are stated by Michael: (1) the adjustment problems should be identified, (2) the major needs should be determined, and (3) the appropriate techniques should be utilized.[1] On the basis of Michael's frame of reference, the data collected for this study were divided into three parts and a series of related hypotheses were tested for each part. Accordingly, Chapter IV deals with data on the seriousness of adjustment problems, Chapter V is concerned with the determination of the amount of help needed, and Chapter VI deals with data on the desirability of orientation practices.

This chapter outlines the underlying design for the analysis of data collected in this study. Section I states the assumptions and limitations of the study while the remaining four sections are concerned, respectively, with research hypotheses, development of the instrument, description of the sample and analysis procedures.

I. ASSUMPTIONS AND LIMITATIONS

The study was dependent upon the following underlying assumptions:

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[1] Lloyd S. Michael, op. cit.

(1) That the respondents correctly understood and accurately completed the Questionnaire for Newly-Arrived Teachers in Alberta;

(2) That after a period of six months of teaching in the province, at which time the respondents were asked to complete the questionnaire, they were able to identify and rank the adjustment problems encountered and help needed;

(3) That the seventy-two per cent of the respondents who completed and returned the questionnaire were representative of the population of new immigrant teachers in Alberta;

(4) That those from whom no responses were received did not systemmatically differ from those who participated.

Two limitations, somewhat related to the assumptions stated above warrant mention here. First, due to the limited time and financial resources of the researcher, as well as the geographic extensiveness over which this survey was conducted, it was not possible to interview a sample of respondents in order to test the reliability of the instrument used.

Second, it was not possible to obtain better than a seventy-two per cent return due to the limited time available for completing the study. A higher percentage return would allow more confidence in the results.

II. RESEARCH HYPOTHESES

Hypotheses

A Questionnaire for Newly-Arrived Teachers in Alberta was developed to collect data for the testing of the following hypotheses:

Hypothesis 1.

H_o: There is no difference in the mean-rank intensity scores for perceived severity of adjustment variables by new immigrant teachers with different personal and situational characteristics.

Hypothesis 2.

H_o: There is no difference in the mean-rank intensity scores for help needed variables as perceived by new immigrant teachers with different personal and situational characteristics.

Hypothesis 3.

H_o: There is no difference in the mean-rank intensity scores for perceived desirability of orientation variables by new immigrant teachers with different personal and situational characteristics.

Independent and Dependent Variables of the Study

Clearly, the type of response made to the items of the Questionnaire for Newly-Arrived Teachers in Alberta depended upon both (1) the situational characteristics surrounding the place of employment and (2) the personal characteristics of the individual teacher. Accepting this relationship, it follows that the teacher personal and situational characteristics were the predictors or independent variables of the study while adjustment, help needed and orientation scores were the dependent variables. More specifically, the independent variables of the study included the following predictors: sex, country of origin, type of community in which the school was situated, number of years of teaching experience, type of teaching certificate held, grade level of instruction,

and type of orientation program in existence in the school system. On the other hand, mean scores derived for each of the items in the areas of adjustment, help needed and orientation practices served as dependent variables for purposes of analysis.

III. DEVELOPMENT OF THE INSTRUMENT

After a thorough review of pertinent literature and research on teacher adjustment and orientation had been conducted, an attempt was made to classify and organize the material collected for purposes of developing an instrument. A decision was made to develop a questionnaire containing four major parts. The first part was assigned to teacher data, including the following eight variables serving as predictors: sex, country of origin, years of training, years of teaching experience, teaching position, type of certificate, type of community and type of orientation program in existence. Part II, III and IV were modelled after Michael's recommendation[2] and were each composed of twenty items dealing respectively with adjustment problems, help needed and orientation practices.

Developing Questionnaire Scoring Scales

Taylor and Dropkin, in reviewing major weaknesses of recent studies on adjustment of new teachers, comment upon the need for scoring scales in questionnaires which can determine both the priority and the intensity of a variable in question.[3] Instruments which require simple ranking

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[2] Michael, ibid.

[3] M. Taylor and S. Dropkin, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, XIV (December, 1963), 384-390.

were severely criticized by these authors because of the forced choice nature for responding. In a study conducted by the same authors, it was found that variables assigned highest rank were weighted as little more than average intensity.[4]

Using the weighting technique alone to determine item ranks has equal limitations. Both Strickland[5] and Kuefler[6], using the weighting technique to rank approximately forty variables, obtained scores which caused frequent tied ranks.

By multiplying an assigned rank of a variable with an intensity factor for the same variable, it was possible to obtain a rank-intensity score which enabled assessment of both intensity and priority. Such a scale has the desired features suggested by Taylor and Dropkin, and at the same time considerably reduces the possibility of tied ranks. More specifically, in the Questionnaire for Newly-Arrived Teachers in Alberta, item ranks from 1 to 20 multiplied by an intensity factor from 1 to 4 allowed for a lower range limit of 1 and an upper range limit of 80 in the rank intensity score assigned a particular item.[7]

To facilitate the respondent's task of ranking items, the Q-Sort technique was employed. Kitchen, who used the Q-Sort method to rank eighty items, reports that " . . . it has to date proven to be an instrument of somewhat high reliability, and the indications are that it enables a

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[4]Taylor and Dropkin, loc. cit.

[5]Evert C. Strickland, op. cit., pp. 169-180.

[6]Sister M.C. Kuefler, op. cit., p. 82.

[7]Infra., pp. 32-36.

respondent to portray validly his perception of the relative cruciality of problems . . . ."[8]

The first draft of the questionnaire was prepared after necessary data were collected and preliminary planning was completed. A trial run was conducted on fifteen newly-arrived graduate students who carefully answered the questionnaire and made appropriate comments and suggestions about items lacking clarity. A second and final draft of the questionnaire, which took into consideration the comments of the fifteen respondents, was then prepared for distribution to the study sample.

IV. THE SAMPLE

Obtaining a Random Sample

At present, neither the Department of Education nor the Alberta Teachers' Association finds a need to maintain a separate file on new immigrant teachers in the Province. As a result, anyone attempting to identify the entire new immigrant teacher population in Alberta encounters considerable difficulty.

Fortunately, the Department of Education requests that all teachers employed in an Alberta school system secure a valid Alberta teaching certificate or Letter of Authority. It was because of this provision that a large number of new immigrant teachers could be identified for purposes of the study.

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[8]Hubert W. Kitchen, op. cit., p. 138.

To obtain a list of new immigrant teachers in the province, it was necessary to consult a Certification Register in the Office of the Registrar, Department of Education. New immigrant teachers were differentiated from all other teachers by consulting the Country of Origin column, and cross-checking this record by referring to a card catalogue situated in the same office. A list containing the names and addresses of new immigrant teachers was eventually compiled. A random sample was then selected from this list by using a table of random numbers. Each member of this random sample was forwarded a research kit in the first week of March, 1968.

Delimitation and Description of Sample

The population under study consisted of new immigrant teachers in the Province of Alberta, excluding those teachers who received their training or previous teaching experience in Saskatchewan or British Columbia. Due to the geographic proximity and the similarity of the educational systems of these two provinces to the Alberta system, it was felt that immigrant teachers from British Columbia and Saskatchewan would not be comparable to the other members of the sample, or in other words, would be quite similar to the teachers trained within the province.

A random sample, approximately equal to one-third of the identified population, was selected. A research kit, containing two circular letters, three sets of Q-Sorts, a return envelope and a Questionnaire for Teachers Newly-Arrived in Alberta was forwarded by mail to each member of the sample. The 285 usable questionnaires completed, representing a 72 per cent return, provided the data regarding the sample.

Personal Characteristics

There was roughly a 50-50 breakdown in the percentage of respondents who were male-female respectively. Forty per cent of the total respondents stated their country of origin as the United Kingdom or Australia. Teachers from Canadian provinces and the United States of America represented 22 per cent and 25 per cent of the total sample, respectively. The remaining 13 per cent of new immigrant teachers came from all other countries. The largest group of teachers had from two to four years of formal teacher training, and at least six years of teaching experience. Fifty per cent of the teachers reported having either an Interim Standard Elementary or Interim Standard Secondary Certificate. Twenty-three per cent of the teachers held an Interim Junior Elementary certificate or a Letter of Authority. Table III more completely illustrates the data collected on personal characteristics of the respondents.

Situational Characteristics

Thirty-seven per cent of the respondents were employed in urban centres, 30 per cent in villages and hamlets, 23 per cent in towns and 10 per cent in rural areas of Alberta. More teachers are instructing at the elementary level than either the junior high or high school levels. The majority of respondents reported that the schools provided some incidental orientation for new immigrant teachers. Nineteen per cent of the sample indicated that no orientation program was in existence in their school or school system while twenty per cent specified that an organized program was in existence. Table IV illustrates these findings.

TABLE III

FREQUENCY TABLE ILLUSTRATING PERSONAL CHARACTERISTICS OF NEW IMMIGRANT TEACHERS IN SAMPLE (N = 285)

Characteristic	Category	Frequency		Percentage	
Country of Origin	United Kingdom and Australia *	114		40.0	
	Canadian province	62		21.7	
	United States of America	71		25.0	
	Other countries **	38	285	13.3	100
Sex	Male	136		47.8	
	Female	149	285	52.2	100
Years of Teacher Training	One year	20		7.1	
	Two years	88		30.8	
	Three years	40		14.1	
	Four years	81		28.4	
	Five years	38		13.3	
	Six years	18	285	6.3	100
Years of Teaching Experience	One year	52		18.5	
	Two years	25		8.8	
	Three years	28		9.8	
	Four years	27		9.5	
	Five years	29		10.4	
	Six or more years	122	285	43.0	100
Type of Alberta Certificate	Interim Junior E	27		9.6	
	Interim Standard E	69		24.3	
	Interim Standard S	73		25.7	
	Interim Professional	78		30.1	
	Letter of Authority	38	285	10.3	100

* Of the 114 teachers in the category United Kingdom and Australia, 32 reported Country of Origin Australia, while the remaining 82 were predominantly from England, Scotland, Wales and Ireland.

** The membership of the Other Countries category was as follows: Philippines, 19; India, 7; South Africa, 3; West Indies, 2; Hong Kong, 2; Singapore, 1; Fiji, 1; East Africa, 1; France, 1; and West Germany, 1.

TABLE IV

FREQUENCY TABLE ILLUSTRATING SITUATIONAL CHARACTEPISTICS OF NEW IMMIGRANT TEACHEPS IN SAMPLE (N = 285)

Characteristic	Category	Frequency		Percentage	
Type of community in which school is situated	City	105		36.9	
	Town	65		22.8	
	Village	87		30.5	
	Rural area	28	285	9.8	100
Teaching Position	Elementary	115		40.5	
	Junior high	83		29.0	
	High school	87	285	30.5	100
Orientation Program in Existence	No orientation program	53		18.6	
	Some incidental orientation	175		61.4	
	An organized program	57	285	20.0	100

V. ANALYSIS PROCEDURES

The collection of data for this study was completed about two weeks after a seventy per cent return was secured. Shortly after the time when the rate of returns had decreased noticeably, the closing date for collecting data was set. Before the data were in a form suitable for computer analysis, questionnaire responses had to be coded onto data sheets, key punched and verified.

The first step in the analysis consisted of a computer calculation in which the item rank was multiplied by the corresponding intensity factor for each variable to obtain a product defined as the rank intensity score. In more concrete terms, for each of the twenty variables in Parts II, III and IV of the Questionnaire for Newly-Arrived Teachers in

Alberta, the item rank of section 1 was multiplied by the intensity factor of section 2 to produce three sets of twenty rank intensity scores.[9] The rank intensity score thus derived was the basis for all future analysis. The potential range of the rank intensity for each of the questionnaire variables was 80, with the lower limit 1 representing maximal intensity and the upper limit of 80 representing minimal intensity. For purposes of illustration, consider adjustment variable "x" in Part II of the Questionnaire. If the respondent assigned an item rank of 1 and an intensity factor of 1 to variable x, then it was perceived as a most serious adjustment problem in which much difficulty was encountered. Conversely, it is possible that of the twenty adjustment variables, variable "y" was perceived as being the least serious adjustment problem in which no difficulty was encountered. It follows that variable y would be assigned an item rank of 20 and an intensity factor of 4, for which the rank intensity score is 20 x 4 or 80.

Clearly, other rank intensity scores between these defined limits consisted of whole numbers (a) x (b), where a represents any item rank from 1 to 20 and b represents any intensity factor 1 to 4. When such a distribution is extended over N = 285, it is reasonable to assume that it is continuously distributed. It will later be seen that this is a requirement for the Kruskal-Wallis One Way Analysis of Variance test.

In this study, two major statistics were applied to the rank intensity scores just described. The first was the mean rank intensity score and the second was the Kruskal-Wallis H.

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[9] Infra., Appendix A.

Algebraically, the mean rank intensity score $\bar{R}$ for a selected variable is defined as follows:

$$\bar{R} = \frac{\sum_{i=1}^{N} r_i}{N}$$

where r_i = i^{th} rank intensity score for a selected variable.

N = number of members in the category or grouping.

$\sum_{i=1}^{N}$ directs to sum over N scores.

Mean rank intensity scores were utilized for determining variable ranks based on groupings according to predictor categories. That is, to calculate the mean rank intensity score for variable x, the IBM punch cards were first sorted on the basis of predictor categories. Then, by summing the rank intensity scores for variable x over each card in a particular category, and dividing by the N of that category, the mean rank intensity score was obtained. For example, to determine the mean rank intensity scores of adjustment variable x for male and female teachers, the 285 cards were sorted into two piles, consisting of 136 and 149 cards for male and female teachers respectively. Then, to calculate the mean rank intensity score for variable x for male teachers, the computer summed the rank intensity scores for variable x over 136 cards of the male deck and divided by 136. The mean rank intensity score for variable x for female teachers was calculated in a similar manner.

By comparing the values of the mean rank intensity scores for the male and female teachers thus calculated, it was possible to determine the intensity of difficulty experienced by each group. By repeating these computations for the remaining adjustment variables, mean rank

intensity scores were obtained which provided a method of determining the rank order of all the adjustment variables tested for the defined predictor categories. The same procedures were repeated for each of the other predictors and other variables tested.

The Kruskal-Wallis test was used to determine whether the null hypothesis should be rejected or accepted. The choice of this test depended entirely upon the nature of the data collected for this study. As noted earlier, the rank intensity scores are predominantly ordinal and therefore are appropriate to the non-parametric field of statistics. It was already established that the rank intensity scores appear to have an underlying continuous distribution.[10] The choice of the Kruskal-Wallis test for the purposes of this study is then in agreement with Siegel who describes the use of this test as follows:

> The Kruskal-Wallis one-way analysis of variance by ranks is an extremely useful test for deciding whether k independent samples are from different populations. Sample values almost invariably differ somewhat, and the question is whether the difference among the samples signify genuine population differences or whether they represent merely chance variations such as are to be expected among several random samples from the same population. The Kruskal-Wallis technique tests the null hypothesis that k samples come from the same population or from identical populations with respect to averages. The test assumes that the variable under study has an underlying continuous distribution. It requires at least ordinal measurement of that variable.[11]

The Kruskal-Wallis H is distributed as Chi Squared with df = k-1, provided that the sizes of the various k samples are not too small. More particularly, the test is defined by Siegel as follows:

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[10] Supra., pp. 32-33.

[11] Sidney Siegel, Nonparametric Statistics (Toronto: McGraw-Hill Book Company, Inc., 1956), pp. 184-185.

$$H = \frac{12}{N(N+1)} \sum_{j=1}^{k} \frac{R_j}{n_j} - 3(N+1)$$

where K = number of samples

n^j = number of cases in j^{th} sample

N = n_j, the number of cases in all samples combined

R_j = sum of ranks in j^{th} sample

$\sum_{j=1}^{K}$ directs one to sum over the k samples.[12]

All computations, including mean rank intensity scores and Kruskal-Wallis tests, were performed by the computer at the University of Alberta, under the direction of the Division of Educational Research Services.

A Perspective

The next three chapters of this study are concerned with the analysis of the data collected by means of the Questionnaire for Newly-Arrived Teachers in Alberta. In particular, Chapter IV reports the analysis of data on adjustment problems collected in Part II of the questionnaire. First, in dealing with the entire sample of new immigrant teachers in Alberta, the twenty adjustment variables were ordered on the basis of mean rank intensity scores. Second, the sample was categorized according to teacher data from Part I of the questionnaire in order to test whether the null hypothesis should be accepted or rejected. The test used in this case was the Kruskal-Wallis H for which the 0.01 confidence level was chosen.

The same pattern will be noted in Chapters V and VI, dealing with analysis of Parts III and IV of the questionnaire respectively.

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[12] Ibid., p. 185

CHAPTER IV

ANALYSIS OF DATA (PART I)

This chapter reports the analysis of data collected in Part II of the Questionnaire for Teachers Newly-Arrived in Alberta. Section I of this chapter deals with the problem of identifying the adjustment problems perceived as most serious by newly-arrived teachers in Alberta. Section II discusses analysis of the data bearing upon the question, "Do new immigrant teachers with different personal and situational characteristics perceive the severity of adjustment problems differently?"

Statistical analyses in both sections I and II are carried out on twenty adjustment variables numbered and identified in Table V. For the purpose of form and consistency, variable numbers referred to in this chapter can be identified from the numbered list of adjustment variables in Table V.

I. PERCEIVED SEVERITY OF ADJUSTMENT PROBLEMS

Two hundred and eighty-five new immigrant teachers rated the twenty adjustment variables from Part II of the Questionnaire for Teachers Newly-Arrived in Alberta. These variables are shown in Table V. Mean rank intensity scores for each of the twenty variables were calculated for N = 285 in an attempt to identify the adjustment problems perceived as most serious by new immigrant teachers in Alberta.[1] For convenience and consistency in interpretation, the potential range of 80 was divided into quartiles and described by labels, as indicated in Table VI below. The

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[1] Supra, pp. 32-36.

rationale for use of quartile divisions as categories follows from 2 of the questionnaire, where the following weight factors were utilized: 1 for Much, 2 for Some, 3 for Little and 4 for None. Therefore, the total rank intensity score range can be divided into quartiles with corresponding interval limits of 20, 40, 60 and 80. In the present chapter, and the

TABLE V

LIST OF ADJUSTMENT VARIABLES FROM QUESTIONNAIRE FOR NEWLY-ARRIVED TEACHERS IN ALBERTA

Variable Number	Statement of Adjustment Variable
1.	Learning school board policies and expectations.
2.	Understanding the Alberta philosophy of education.
3.	Receiving an unsatisfactory evaluation of number of years of training for salary purposes.
4.	Handling discipline problems.
5.	Finding out what supervisor or principal thinks of your work.
6.	Interpreting courses of study and finding course reference material.
7.	Overcoming indifferent and/or antagonistic attitudes of pupils.
8.	Learning the rights and legal authority of a teacher.
9.	Preparing lessons and classwork, and adapting to different methods of teaching.
10.	Securing good living accommodations.
11.	Failing to receive teaching assignments and classes for which employed.
12.	Receiving satisfactory help and cooperation from supervisors and principal.
13.	Being burdened by many unrelated class preparations and heavy workload.
14.	Finding adequate recreational facilities.
15.	Tolerating cliques among teachers and being accepted by rest of staff.
16.	Overcoming feelings of loneliness and finding social opportunities.
17.	Tolerating critical attitudes of public and parents towards teacher.
18.	Communicating with ease in classroom and overcoming cultural variations in language.
19.	Becoming acclimatized to harsh weather conditions in Alberta.
20.	Being burdened by clerical and so-called bureaucratic procedures.

following two chapters, the analysis of data will be made on the basis of the labels attached to mean rank intensity scores as shown in Table VI.

TABLE VI

IDENTIFICATION OF LABELS USED TO DESCRIBE AND CLASSIFY RANK INTENSITY SCORES IN ANALYSES OF DATA

Rank Intensity Score Interval	Label
1 - 20	Much Difficulty
21 - 40	Moderate Difficulty
41 - 60	Some Difficulty
61 - 80	No Difficulty

Inspection of the rank intensity scores for the twenty adjustment variables indicated that two problems: (1) interpreting courses of study and finding course reference materials, and (2) understanding the Alberta philosophy of education, were in the category Much Difficulty, as seen by the new immigrant teachers. Twelve adjustment variables were rated by the new teachers in a manner placing them in the Moderate Difficulty category. Listed in order of decreasing intensity, these were:

Learning school board policies and expectations;

Receiving an unsatisfactory evaluation of number of years of training for salary purposes;

Preparing lessons and classwork - adapting to different methods of teaching;

Being burdened by clerical and so-called bureaucratic procedures;

TABLE VII

CLASSIFICATION OF MEAN RANK INTENSITY SCORES FOR ADJUSTMENT VARIABLES RANKED IN ORDER OF DECREASING SEVERITY (N = 285)

Severity Rank Order	Adjustment Problem	Mean Rank Intensity Score	Label
1.	Interpreting courses of study and finding course reference materials	18.07	Much Difficulty
2.	Understanding the Alberta philosophy of education	19.93	
3.	Learning school board policies and expectation	21.98	
4.	Receiving an unsatisfactory evaluation of number of years of training for salary purposes	24.65	
5.	Preparing lessons and classwork: adapting to different methods of teaching	26.86	
6.	Being burdened by clerical and so-called bureaucratic procedures	27.08	
7.	Learning the rights and legal authority of a teacher	27.15	Moderate Difficulty
8.	Being burdened by many unrelated class preparations and heavy work load	28.20	
9.	Finding out what supervisor or principal thinks of your work	30.51	
10.	Overcoming indifferent and/or antagonistic attitudes of pupils	31.82	
11.	Securing good living accommodations	33.35	
12.	Finding adequate recreational facilities	33.88	
13.	Handling discipline problems	35.90	
14.	Receiving satisfactory help and cooperation from supervisors and principals	37.27	
15.	Overcoming feeling of loneliness and finding social opportunities	49.56	
16.	Tolerating critical attitudes of public and parents towards teacher	42.08	
17.	Failing to receive teaching assignments and classes for which employed	44.79	Some Difficulty
18.	Becoming acclimatized to harsh weather conditions in Alberta	48.04	
19.	Communicating with ease in classroom and overcoming cultural variations in language	49.07	
20.	Tolerating cliques among teachers and being accepted by rest of staff	49.56	

Learning the rights and legal authority of a teacher;

Being burdened by many unrelated class preparations and heavy work load;

Finding out what supervisor or principal thinks of your work;

Overcoming indifferent and/or antagonistic attitudes of pupils;

Securing good living accommodations;

Finding adequate recreational facilities;

Handling discipline problems; and

Receiving satisfactory help and cooperation from supervisor and principal.

The remaining eight variables were rated in a manner placing them in the Some Difficulty category. It was noted that no variables were rated by teachers which would place them in the No Difficulty category. In other words, all of the twenty variables were rated as presenting at least Some Difficulty to new immigrant teachers.

Table VII indicates the ranks, the mean rank intensity scores and the labelsof the twenty variables discussed in this section.

II. DIFFERENCES IN PERCEPTION OF ADJUSTMENT VARIABLE SEVERITY FOR TEACHERS WITH DIFFERENT PERSONAL AND SITUATIONAL CHARACTERISTICS

The next step was the analysis of data bearing upon the question, "Do new immigrant teachers with different personal and situational characteristics perceive the severity of adjustment problems differently?" To answer this question, a series of Kruskal-Wallis tests were applied on an item by item basis, using one personal or situational characteristic at a time as a predictor to determine whether Hypothesis 1 stated below should be rejected or accepted.

H_o1: There is no difference in the mean rank intensity scores for perceived severity of adjustment variables by new immigrant teachers with different personal and situational characteristics.

The level of confidence adopted for rejection of the null hypothesis was 0.01 or better.

Country of Origin

When new immigrant teachers were grouped on the basis of country of origin, the null hypothesis was rejected for variables 2, 4, 11, 15, 16, 18, and 19, as indicated in Table VIII. Table IX illustrates the rank and mean rank intensity score for each of the variables for which significant differences were located.

As revealed in Table IX, new immigrant teachers from different countries perceived the seriousness of each adjustment problem with differing degrees of difficulty. Teachers from the United Kingdom and the United States of America reported Much Difficulty in understanding the Alberta philosophy of education and ranked this problem in first and second place respectively. Teachers from Other Countries viewed this same problem as presenting Moderate Difficulty and ranked it in third place. Teachers from Canadian provinces experienced less difficulty in understanding the Alberta philosophy of education than did the other groups, and ranked it in sixth place.[1]

The greatest difference in the perception of difficulty experienced in handling discipline problems existed between teachers from Other Countries and those from the United Kingdom. Teachers from Other Countries reported Moderate Difficulty with this problem and ranked it

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[1] Supra, pp. 32-36.

TABLE VIII

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES COUNTRY OF ORIGIN, df=3)

Adjustment Variable Number **	H		Adjustment Variable Number **	H	
1	4.082		11	11.546	*
2	19.179	*	12	11.331	
3	2.762		13	7.655	
4	15.138		14	8.905	
5	2.394		15	12.044	*
6	7.178		16	16.794	*
7	1.141		17	8.034	
8	3.896		18	13.075	*
9	4.347		19	39.014	*
10	5.870		20	10.383	

** See Table V for identification of variable.
* Differences significant at the 0.01 level or better.

TABLE IX

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES COUNTRY OF ORIGIN AND SIGNIFICANT ADJUSTMENT VARIABLES *

Country of Origin	N	Adjustment Variable Number						
		2	4	11	15	16	18	19
United Kingdom	114	16.9 (1.0)	42.3 (16.0)	46.2 (18.0)	53.6 (20.0)	39.6 (15.0)	47.7 (19.0)	46.1 (17.0)
Canadian Province	62	26.7 (6.0)	32.5 (12.0)	45.0 (17.0)	51.9 (18.0)	39.5 (14.0)	53.9 (19.0)	59.7 (20.0)
United States of America	71	17.4 (2.0)	32.7 (12.0)	37.1 (15.0)	42.6 (16.0)	44.5 (17.0)	52.4 (20.0)	52.2 (19.0)
Other Countries	38	22.8 (3.0)	28.1 (9.0)	54.7 (20.0)	46.5 (18.0)	23.7 (4.0)	38.8 (16.0)	27.2 (7.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

in ninth place. United Kingdom teachers reported Little Difficulty with the same problem and ranked it in sixteenth place. Teachers from Canada and the United States both ranked difficulty in handling discipline problem in twelfth place.

Differences in the degree of concern for failing to receive teaching assignments for which employed was the next problem found to differ significantly. Even though all groups identified this problem as presenting Little Difficulty, new teachers from the United States ranked it in the fifteenth place, Canadian teachers in the seventeenth place, United Kingdom teachers in the eighteenth place and Other Countries teachers in the twentieth place. Likewise, the problem of tolerating cliques among teachers and being accepted by the rest of the staff was considered more serious by American teachers than by those of other countries of origin.

Teachers from Other Countries reported encountering Moderate Difficulty in overcoming feeling of loneliness and finding social opportunities, and ranked this problem fourth in order of intensity. At the other extreme, teachers from the United States of America encountered Little Difficulty with the same problem and ranked it in seventeenth place. Canadian and United Kingdom teachers ranked this problem in the fourteenth and fifteenth place respectively, and experienced Little Difficulty.

With regard to the problem of communicating with ease and overcoming cultural variations in language, teachers from Other Countries encountered Moderate Difficulty, while all other groups reported encountering Little Difficulty or No Difficulty.

Lastly, becoming acclimatized to harsh weather conditions was a problem of Moderate Difficulty to the teachers from Other Countries. As expected, teachers from Canadian provinces experienced No Difficulty with this problem. Teachers from the United Kingdom and the United States experienced Little Difficulty with harsh weather conditions and ranked it in eleventh and nineteenth place respectively.

Sex

When sex was used as a predictor, the null hypothesis was rejected for the three variables, 7, 14, and 15 as indicated in Table X. Table XI illustrates that male teachers encountered far more difficulty with the

TABLE X

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES MALE AND FEMALE, df=1)

Adjustment Variable Number **	H	Adjustment Variable Number **	H
1	1.312	11	1.009
2	1.952	12	3.348
3	3.347	13	3.947
4	0.000	14	21.260 *
5	1.006	15	9.129 *
6	0.277	16	0.152
7	10.540 *	17	0.173
8	4.734	18	0.413
9	4.116	19	0.365
10	0.632	20	0.173

** See Table V for identification of variable.
* Differences significant at 0.01 level or better

TABLE XI

MEAN RANK INTENSITY SCORES FOR PPEDICTOR CATEGORIES SEX AND SIGNIFICANT ADJUSTMENT VARIABLES *

Sex	N	Adjustment Variable Number 7	14	15
Male	136	27.1 (7.0)	27.2 (8.0)	53.6 (20.0)
Female	149	36.2 (13.0)	40.0 (15.0)	45.9 (17.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

problem of overcoming indifferent and/or antagonistic attitudes of pupils than female teachers. The former ranked the problem in seventh place, while the latter ranked the same problem in thirteenth place. The same trend was evident in the problem of finding adequate recreational facilities. Male teachers encountered Moderate Difficulty with this problem and ranked it in eighth place. On the other hand, female teachers reported Little Difficulty with the same problem and ranked it in fifteenth place. Lastly, both male and female teachers reported Little Difficulty with the problem of tolerating cliques among teachers and being accepted by the rest of the staff, and ranked the problem in twentieth and seventeenth place respectively.

Years of Teacher Training

Only two adjustment variables were found to differ significantly when years of teacher training was used as a predictor. As indicated in Table XII the null hypothesis was rejected for variables 3 and 7.

TABLE XII

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES (PREDICTOR CATEGORIES YEARS OF TEACHER TRAINING, df=5)

Adjustment Variable Number **	H	Adjustment Variable Number **	H
1	4.204	11	4.691
2	3.108	12	7.273
3	45.324 *	13	3.616
4	11.434	14	3.522
5	3.484	15	7.239
6	5.571	16	11.824
7	20.800 *	17	5.679
8	1.406	18	3.150
9	10.189	19	5.453
10	5.965	20	1.340

** See Table V for variable identification.
* Differences significant at 0.01 level or better.

When data were analysed on the basis of years of training, the first adjustment variable for which significant differences were found concerned receiving an unsatisfactory evaluation of number of years of training for salary purposes. As illustrated in Table XIII teachers with one year of training reported Much Difficulty with the problem of evaluation and ranked it in the first place. At the other extreme, teachers with six years of training reported Little Difficulty with the same problem and ranked it in seventeenth place. Clearly, teachers with fewer years of university training reported less difficulty with the problem of evaluation than teachers with more years of training.

Analysis of the results for the second variable found to differ

TABLE XIII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHER TRAINING AND SIGNIFICANT ADJUSTMENT VARIABLES *

Number of Years of Teacher Training	N	Adjustment Variable Number 3	7
One Year	20	10.1 (1.0)	50.9 (18.0)
Two Years	88	12.9 (1.0)	35.8 (12.0)
Three Years	40	19.8 (1.0)	29.8 (10.0)
Four Years	81	33.9 (13.0)	23.9 (3.0)
Five Years	38	35.6 (13.0)	32.5 (11.0)
Six Years	18	44.3 (17.0)	30.0 (10.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

significantly indicated that teachers with more years of training reported more difficulty with the problem of overcoming indifferent and/or antagonistic attitudes of students. Teachers with one year of training reported Little Difficulty encountered with the problem of antagonistic attitudes among students while teachers with two or more years perceived Moderate Difficulty with the same problem.

Years of Teaching Experience

Table XIV indicates that years of teaching experience is not a

TABLE XIV

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES TEACHING EXPERIENCE, df=5)

Adjustment Variable Number **	H	Adjustment Variable Number **	H
1	1.790	11	8.290
2	17.607 *	12	4.081
3	2.165	13	1.391
4	9.685	14	5.708
5	2.405	15	5.329
6	6.990	16	1.278
7	3.874	17	2.694
8	4.207	18	5.714
9	8.403	19	12.149
10	4.354	20	4.188

** For variable identification refer to Table V.
* Differences significant at the 0.01 level or better.

strong predictor of differences in perception of adjustment difficulty encountered. The null hypothesis was rejected for only one variable; namely, understanding the Alberta philosophy of education. Careful examination of Table XV indicates a lack of a consistent relationship between the number of years of experience and the difficulty encountered in understanding the Alberta philosophy of education. This lack of a consistent relationship may be accounted for in two ways. Because of the uneven distribution of N among the categories, it is possible that the Kruskal-Wallis tests failed to predict differences with accuracy. It is also possible that the data was not gathered in a form amenable to the analysis.

TABLE XV

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHING EXPERIENCE AND SIGNIFICANT ADJUSTMENT VARIABLES *

Years of Teaching Experience	N	Adjustment Variable Number 2
One Year	52	22.2 (2.0)
Two Years	25	28.7 (6.0)
Three Years	28	12.5 (1.0)
Four Years	27	23.2 (3.0)
Five Years	29	25.4 (7.0)
Six or more Years	122	17.0 (1.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Type of Certificate Held

Variables 3, 13, 18 and 19 were found to differ significantly when the type of certificate held was used as a predictor of differences in perception of adjustment difficulties. Table XVI indicates the variables for which the null hypothesis was rejected at the 0.01 level of confidence.

The first variable, receiving a satisfactory evaluation of number of years of training for salary purposes, is a problem directly related to the predictor. Teachers holding Letters of Authority, Interim Junior E

TABLE XVI

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES TYPE OF CERTIFICATE, df=4)

Adjustment Variable Number **	H		Adjustment Variable Number **	H	
1	5.065		11	13.029	
2	9.027		12	7.964	
3	19.991	*	13	14.495	*
4	7.871		14	2.920	
5	1.651		15	0.655	
6	11.090		16	6.565	
7	11.203		17	1.643	
8	5.712		18	13.573	*
9	8.968		19	17.389	*
10	4.448		20	11.574	

** Refer to Table V for variable identification.
* Differences significant at 0.01 level or better.

TABLE XVII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF CERTIFICATE AND SIGNIFICANT ADJUSTMENT VARIABLES *

Type of Alberta Certificate	N	Adjustment Variable Number 3		13		18		19	
Interim Junior E	27	12.3 (1.0)	15.3	27.0 (7.0)	28.5	59.6 (20.0)	52.0	51.7 (19.0)	56.5
Interim Standard E	60	18.2 (2.0)		30.1 (9.0)		44.4 (18.0)		51.2 (20.0)	
Interim Standard S	73	25.9 (9.0)	30.9	22.4 (4.0)	25.2	52.6 (19.0)	51.2	53.1 (20.0)	50.1
Interim Professional	78	35.9 (12.0)		27.9 (5.0)		49.7 (20.0)		47.0 (18.0)	
Letter of Authority	38	19.6 (1.0)		37.3 (14.0)		42.0 (16.0)		32.0 (10.0)	

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

and Interim Standard E Certificates reported Much Difficulty with evaluation, and ranked the problem in the first order of seriousness. Holders of Interim Standard S and Interim Professional Certificates, associated with at least two years of formal teacher training as evaluated by the Department of Education, reported experiencing Moderate Difficulty with evaluation and ranked the problem in ninth and twelfth place respectively.

Teachers holding certificates making them eligible to teach in high schools, reported being burdened to a larger extent by many unrelated class preparations and heavier workloads than teachers holding other certificates. More particularly, teachers holding Interim Professional and Interim Standard S certificates ranked the problem in twelfth and ninth place, while holders of Letters of Authority, Interim Standard E and Junior E ranked it in first, first and second place respectively.

Variables 18 and 19 are indirectly related to the predictor and will only be briefly discussed. In both the problem of communicating with ease and the problem of becoming acclimatized, teachers holding Letters of Authority reported more difficulty than teachers holding all other types of certificates. Closer examination of the data indicated that the majority of teachers coming from Other Countries are holders of Letters of Authority. The findings recorded here are therefore consistent with the findings discussed previously with regard to country of origin. Table XVII illustrates the finding related to type of certificate held.

Type of Community

When type of community was used as a predictor, the null hypothesis was rejected for variables 14, 19, and 20. These results are illustrated in Table XVIII.

TABLE XVIII

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES TYPE OF COMMUNITY, df=3)

Adjustment Variable Number **	H	Adjustment Variable Number **	H
1	9.905	11	3.680
2	8.240	12	3.250
3	7.482	13	5.413
4	8.424	14	33.681 *
5	10.169	15	3.801
6	1.564	16	9.174
7	1.801	17	6.485
8	3.015	18	3.556
9	2.882	19	24.364 *
10	11.138	20	11.665 *

** Refer to Table V for variable identification.
* Differences significant at 0.01 level or better.

TABLE XIX

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF COMMUNITY AND SIGNIFICANT ADJUSTMENT VARIABLES *

Type of Community	N	Adjustment Variable Number 14	19	20
City	105	43.2 (16.0)	56.0 (20.0)	23.2 (5.0)
Town	65	35.6 (13.0)	48.8 (18.0)	26.1 (6.0)
Village	87	24.0 (3.0)	38.7 (16.0)	29.0 (7.0)
Rural Areas	28	25.8 (7.0)	45.4 (16.0)	38.1 (13.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Clearly, finding adequate recreation facilities is a variable directly related to the predictor. As expected, teachers from villages and rural areas experienced much more intense difficulty with this problem than teachers employed in cities and towns.

Likewise, becoming acclimatized to harsh weather conditions in Alberta was more of a problem for the teachers living in villages and rural areas. Closer analysis indicated that the majority of teachers in rural areas were employed in Alberta's Northland, where one would expect acclimatization to be more of a problem for any newcomer.

Lastly, teachers employed in cities, towns, villages and rural areas reported progressively more intense difficulty in being burdened by clerical and so-called bureaucratic procedures. It may be worth noticing that many rural schools have within their attendance area both native Indian and white children and teachers in these schools are required to complete separate records for the Provincial and Federal governments. Since the majority of the integrated schools are situated in rural areas, the average clerical load upon teachers in these areas may well be considerably greater than that of the teacher in an urban area. The findings of this section are illustrated in Table XIX.

Teaching Position

When teaching position was used as a predictor, the null hypothesis was rejected for variables 4, 7, and 11, as illustrated in Table XX.

Junior high teachers reported significantly more difficulty encountered in handling discipline problems than did elementary or high school teachers. Both junior high and high school teachers reported

TABLE XX

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES TEACHING POSITION, df=2)

Adjustment Variable Number **	H	Adjustment Variable Number *	H
1	0.746	11	7.570 *
2	0.728	12	3.421
3	7.082	13	7.260
4	9.963 *	14	4.697
5	0.511	15	7.700
6	2.582	16	2.434
7	26.578 *	17	6.084
8	0.688	18	2.945
9	3.781	19	0.036
10	6.181	20	0.258

** Refer to Table V for variable identification.
* Differences significant at 0.01 level or better.

TABLE XXI

MEAN RANK INTENSITY SCORES FOR PPEDICTOR CATEGORIES TEACHING POSITION AND SIGNIFICANT ADJUSTMENT VARIABLES *

Teaching Position	N	Adjustment Variable Number		
		4	7	11
Elementary	115	40.7 (15.0)	40.4 (14.0)	50.1 (19.0)
Junior High	83	30.2 (10.0)	23.6 (4.0)	38.9 (14.0)
High School	87	35.0 (13.0)	28.3 (9.0)	43.4 (16.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Moderate Difficulty with this problem and ranked it in tenth and thirteenth place respectively. Elementary teachers reported Little Difficulty with the same problem and ranked it in fifteenth place.

The second variable, overcoming indifferent and/or antagonistic attitudes of pupils, closely related to the problem of discipline, was responded to in the same manner. It was, however, rated with a much greater intensity of difficulty. In particular, junior high teachers ranked this problem as fourth most serious. On the other hand, elementary school teachers reported experiencing Little Difficulty with the problem of pupil antagonism and ranked it in fourteenth place.

Variable 11, failing to receive assignments and classes for which employed, was reported by elementary and high school teachers as presenting Little Difficulty. Junior high teachers reported experiencing Moderate Difficulty and ranked the problem in fourteenth place as compared to sixteenth and nineteenth place by the other groups. Table XXI more completely illustrates these findings.

Type of Orientation Program in Existence

When the type of orientation program in existence was used as a predictor, the null hypothesis was rejected for variables 1, 2, 5, and 12, as indicated in Table XXII. Table XXIII shows that new immigrant teachers employed in school systems where organized orientation programs were in existence reported less adjustment difficulty than teachers working under no orientation programs for the following variables:

Learning school board policies and expectations;

Understanding the Alberta philosophy of education;

TABLE XXII

KRUSKAL-WALLIS H SCORES FOR ADJUSTMENT VARIABLES
(PREDICTOR CATEGORIES TYPE OF ORIENTATION, df=1)

Adjustment Variable Number **	H	Adjustment Variable Number **	H
1	6.713 *	11	3.152
2	7.016 *	12	6.852 *
3	0.000	13	4.736
4	1.680	14	1.603
5	7.114 *	15	3.007
6	1.948	16	2.585
7	0.384	17	0.667
8	0.005	18	0.105
9	1.674	19	1.371
10	0.582	20	0.052

** Refer to Table V for variable identification.
* Differences significant at 0.01 level or better.

TABLE XXIII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF ORIENTATION AND SIGNIFICANT ADJUSTMENT VARIABLES *

Type of Orientation Program in Existence	N	Adjustment Variable Number 1	2	5	12
No orientation program	53	16.3 (2.0)	14.2 (1.0)	24.1 (6.0)	28.1 (9.0)
An organized program	57	24.2 (4.0)	25.1 (5.0)	34.5 (11.0)	38.2 (14.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Finding out what supervisor or principal thinks of your work; and

Receiving satisfactory help and cooperation from supervisors and principals.

III. SUMMARY OF FINDINGS FOR SERIOUSNESS OF ADJUSTMENT PROBLEMS

It was found that, for the most part, new immigrant teachers with different personal and situational characteristics perceive the severity of adjustment problems differently. Of the twenty variables tested, for only four of these was the null hypothesis accepted. That is, for four variables no significant differences in the perception of intensity of adjustment difficulty encountered were recorded when eight personal and situational characteristics were used as predictors. These four variables associated with no differences were:

Interpreting courses of study and finding course reference materials;

Preparing lessons and classwork, and adapting to different methods of teaching;

Learning the rights and legal authority of a teacher;

Tolerating critical attitude of public and parents towards teacher.

As indicated in Table VI, new immigrant teachers encountered Much Difficulty with the first of the four variables above, Moderate Difficulty with the second and third variables and Little Difficulty with the last variable. Lack of a relationship with the predictor criteria appears to indicate that these problems pose about the same amount of difficulty for any teacher new to the province.

For the remaining sixteen variables, the null hypothesis was rejected for at least one of the personal or situational characteristics used as predictors of adjustment difficulty. Table XXIV tabulates these results for each of the eight predictors tested. The content of this table is enlarged upon below.

Teachers employed in school systems where no organized orientation program existed had significantly more difficulty in learning school board policies and expectations, finding out what the supervisor or principal thought of their work and receiving satisfactory help and cooperation from supervisors and principals. Likewise, understanding the Alberta philosophy of education was perceived as a more intense problem by teachers from the United Kingdom, and teachers working in a school system where no orientation program existed. Receiving an unsatisfactory evaluation of number of years of training for salary purposes was perceived with higher intensity of difficulty by teachers with fewer years of training, and teachers holding certificates qualifying them to instruct at the elementary grade levels. Teachers from Other Countries, and teachers instructing at the junior high level experienced the most serious discipline problems. Overcoming indifferent and/or antagonistic attitudes of pupils was reported to be a more serious problem by male teachers, and teachers instructing in junior high schools. Teachers living in rural areas experienced greatest difficulty in securing good living accommodations. Failing to receive teaching assignments and classes for which employed was a more serious complaint from American teachers and teachers instructing at the junior high level. Teachers holding certificates

TABLE XXIV

TABULATION OF SIGNIFICANT ADJUSTMENT VARIABLES
FOR TEACHER CHARACTERISTICS TESTED

Variable Number	Country of Origin	Sex	Years of Training	Years of Experience	Type of Certificate	Type of Community	Teaching Position	Orientation Program
1								*
2	*			*				*
3			*		*			
4	*						*	
5								*
6								
7		*	*				*	
8								
9								
10							*	
11	*						*	
12								*
13					*			
14		*				*		
15	*	*						
16	*							
17								
18	*				*			
19	*				*	*		
20						*		

making them eligible to instruct at the high school level encountered more difficulty with the problem of being burdened by many unrelated class preparations and heavy workload. Finding adequate recreational facilities was a problem of greater concern to male teachers and teachers

employed in rural areas. American teachers and female teachers generally encountered more difficulty in tolerating cliques among teachers and being accepted by rest of the staff. Teachers from Other Countries reported more difficulty in overcoming feelings of loneliness and finding social opportunities. This same group also reported more difficulty with the problem of communicating with ease and becoming acclimatized to harsh weather conditions of Alberta.

CHAPTER V

ANALYSIS OF DATA (PART II)

This chapter deals with the analysis of data collected in Part III of the Questionnaire for Newly-Arrived Teachers in Alberta. Basically, data analysis will take the same form as in the preceding chapter. Section I will be concerned with the problem of identifying the help perceived as most needed by new immigrant teachers in Alberta. Section II will discuss analysis of the data bearing upon the question, "Do new immigrant teachers with different personal and situational characteristics perceive the amount of help needed differently?"

The twenty variables on which statistical analyses will be carried out in Section I and II of this chapter are numbered and identified in Table XXV. For the purpose of form and consistency, variable numbers referred to in this chapter can be identified by consulting this table.

I. AMOUNT OF HELP PEPCEIVED AS NEEDED

Two hundred and eighty-five new immigrant teachers rated the twenty help needed variables in Part III of the Questionnaire for Teachers Newly-Arrived in Alberta (also listed in Table XXIV). Mean rank intensity scores for each of the twenty variables were calculated for N = 285 in order to identify the variables for which help was perceived as most needed by new immigrant teachers in Alberta. Table XXVI below illustrates the label descriptions which will be utilized for the purpose of convenience and consistency in discussing the analysis of data. The rationale for the use of the labels shown in Table XXVI has previously been stated.[1]

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[1] Supra, pp. 32-36.

TABLE XXV

LIST OF HELP NEEDED VARIABLES FROM QUESTIONNAIRE FOR TEACHERS NEWLY-ARRIVED IN ALBERTA

Variable Number	Statement of Help Needed Variables
1.	Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force.
2.	Understanding the goals of the school.
3.	Developing better personal qualities as a teacher - voice, poise, emotional control, mannerisms, etc.
4.	Handling discipline problems.
5.	Understanding and using special school services, audio-visual aids, equipment, etc.
6.	Making out and keeping official school records and reports.
7.	Understanding and using courses of study and curriculum guides.
8.	Understanding certification procedures.
9.	Understanding and motivating adolescents.
10.	Organizing classwork, planning lessons and units of study.
11.	Finding out and interpreting policies and goals of your school.
12.	Meeting and getting to know school personnel during the early stages of employment.
13.	Learning and understanding the Alberta philosophy of education.
14.	Meeting and getting to know parents and other members of the community.
15.	Preparing oneself in the subject content to be taught.
16.	Understanding compulsory membership in the Alberta Teachers' Association.
17.	Finding out school board policies and expectations for the school system.
18.	Learning the limitations and extent of teacher's legal authority and rights.
19.	Overcoming language difficulties - accent, pronunciation, meaning of slang, etc.
20.	Learning beforehand of harsh weather conditions so that preparations can be made - winterizing car, purchasing winter clothing, etc.

TABLE XXVI

IDENTIFICATION OF LABELS USED TO DESCRIBE AND CLASSIFY RANK INTENSITY SCORES

Rank Intensity Score Interval	Label
1 - 20	Much Help Needed
21 - 40	Some Help Needed
41 - 60	Little Help Needed
61 - 80	No Help Needed

Table XXVII illustrates the mean ranks and mean rank intensity scores of the twenty help needed variables for the entire sample of new immigrant teachers. Understanding certification procedures was rated by all teachers as a variable for which Much Help was needed. Sixteen variables were rated in the Some Help Needed category. The remaining three variables for which Little Help Needed was perceived are listed below:

Developing better personal qualities as a teacher;

Overcoming language difficulties;

Learning beforehand of harsh weather conditions so that preparations can be made.

The entire sample of teachers reported at least Some Help Needed with all of the variables considered. There were no variables for which new immigrant teachers perceived No Help Needed. Table XXVII more specifically illustrates the findings of this section by identifying the variables and indicating the mean ranks and mean rank intensity score for each variable.

TABLE XXVII

CLASSIFICATION OF MEAN RANK INTENSITY SCORES FOR HELP NEEDED VARIABLES RANKED IN ORDER OF DECREASING INTENSITY (N = 285)

Rank Order	Type of Help Needed	Mean Rank Intensity Score	Label
1.	Understanding certification procedures	15.33	Much Help Needed
2.	Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta Teaching force	20.25	
3.	Learning and understanding the Alberta philosophy of education	20.27	
4.	Finding out school board policies and expectations for the school system	21.10	
5.	Finding out and interpreting policies and goals of your school	23.47	
6.	Understanding the goals of your school	24.92	
7.	Understanding and using courses of study and curriculum guides	25.34	
8.	Learning the limitations and extent of teachers legal authority and rights	27.22	Some Help Needed
9.	Making out and keeping official school records and reports	29.03	
10.	Understanding compulsory membership in the Alberta Teachers Association	29.72	
11.	Organizing classwork, planning lessons and units of study	32.07	
12.	Understanding and using special school services, audio-visual aids, equipment, etc.	33.19	
13.	Preparing oneself in the subject content to be taught	33.51	
14.	Meeting and getting to know parents and other members of the community	33.88	
15.	Meeting and getting to know school personnel during the early stages of employment	34.68	
16.	Understanding and motivating adolescents	36.54	
17.	Handling discipline problems	38.87	
18.	Developing better personal qualities as a teacher - voice, poise, emotional control, mannerisms, etc.	46.18	
19.	Overcoming language difficulties - accent, pronunciation, meaning of slang, etc.	51.51	Little Help Needed
20.	Learning beforehand of harsh weather conditions so that preparations can be made - winterizing car, purchasing winter clothing etc.	51.93	

II. DIFFERENCES IN PERCEPTION OF AMOUNT OF HELP NEEDED FOR TEACHERS WITH DIFFERENT PERSONAL AND SITUATIONAL CHARACTERISTICS

This section will discuss the analysis of data bearing upon the question, "Do new immigrant teachers with different personal and situational characteristics perceive the amount of help needed differently?" To answer this question a series of Kruskal-Wallis tests were applied on an item by item basis to Hypothesis 2 (below), using one personal or situational characteristic as a predictor at a time. For a value of H greater than that specified in a Chi Squared table for the required degrees of freedom; the null hypothesis was rejected, meaning that significant differences did exist.

> H_o2: There is no difference in the mean-rank intensity scores for help needed variables as perceived by new immigrant teachers with different personal and situational characteristics.

The level of confidence adopted for rejection of the null hypothesis was 0.01 or better. Each of the teacher characteristics are considered in turn below, and the instances for which the null hypothesis was rejected are identified and discussed.

Country of Origin

When the sample of new immigrant teachers was grouped on the basis of country of origin, the null hypothesis was rejected for variables 3, 4, 5, 6, 13, 16, 19, and 20, as indicated in Table XXVIII.

All groups reported Little Help Needed in developing better personal qualities as a teacher. Of all the teachers, those from the United States of America reported requiring most help with this variable and ranked it in the sixteenth place. Canadian teachers ranked this same variable in

TABLE XXVIII

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES COUNTRY OF ORIGIN, df=3)

Help Needed Variable Number **	H		Help Needed Variable Number **	H	
1	7.928		11	3.883	
2	9.228		12	2.721	
3	18.613	*	13	16.947	*
4	16.813	*	14	3.910	
5	15.080	*	15	4.515	
6	24.507	*	16	12.515	*
7	1.316		17	1.580	
8	2.447		18	0.928	
9	1.697		19	42.929	*
10	9.264		20	36.907	*

** Refer to Table XXV for identification of variable.
* Differences significant at the 0.01 level or better.

TABLE XXIX

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES COUNTRY OF ORIGIN AND SIGNIFICANT HELP NEEDED VARIABLES *

Country of Origin	N	Help Needed Variable Number 3	4	5	6	13	16	19	20
United Kingdom	114	52.5 (20.0)	45.3 (17.0)	33.7 (12.0)	25.6 (8.0)	16.7 (2.0)	26.4 (9.0)	49.2 (19.0)	47.6 (18.0)
Canadian Province	62	45.0 (18.0)	34.9 (15.0)	25.0 (8.0)	30.2 (12.0)	26.5 (9.0)	37.1 (17.0)	62.5 (19.0)	64.6 (20.0)
United States of America	71	37.5 (16.0)	37.9 (18.0)	36.6 (15.0)	24.9 (8.0)	21.1 (4.0)	26.5 (10.0)	56.1 (20.0)	55.9 (19.0)
Other Countries	38	45.4 (20.0)	28.8 (8.0)	38.7 (18.0)	45.2 (19.0)	19.2 (3.0)	33.5 (12.0)	31.9 (11.0)	36.6 (17.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

the eighteenth place while the United Kingdom and Other Countries teachers ranked it in the twentieth place.

All groups of new immigrant teachers, except those from the United Kingdom reported Some Help Needed in handling discipline problems. Teachers from Other Countries required most help in handling discipline problems and ranked it in the eighth place. Canadian teachers ranked this variable in the fifteenth place while the United Kingdom and United States teachers ranked it in the seventeenth and eighteenth place respectively.

Some Help Needed was reported by all teacher groups in understanding and using special school services and audio-visual aids. Canadian teachers requested most help with this variable while the teachers from Other Countries required least assistance.

With regard to making out and keeping official school records and reports, the teachers from Other Countries perceived Little Help Needed while the United States, United Kingdom and Canadian teachers reported Some Help Needed. Both United States and United Kingdom teachers ranked this variable in eighth place, while the Canadian and Other Countries teachers ranked the same variable in twelfth and nineteenth place respectively.

United Kingdom and Other Countries teachers required Much Help in understanding the Alberta philosophy of education and ranked this variable in second and third place respectively. American and Canadian teachers requested Some Help with this variable and ranked it in the fourth and ninth place respectively.

Some Help Needed was reported by all teacher groups regarding the

understanding of compulsory membership in the Alberta Teachers' Association. United Kingdom teachers requested most help with this variable and ranked it in the ninth place. At the other extreme, Canadian teachers required least help in understanding the compulsory membership in the A.T.A. and ranked this variable in the seventeenth place.

Regarding the problem of overcoming language difficulties, considerable variation in the intensity of help needed was observed. Teachers from Other Countries requested Some Help Needed and ranked this variable in eleventh place. United Kingdom and United States teachers needed Little Help with problems of communication and ranked the variable in nineteenth and twentieth place respectively. Canadian teachers reported No Help Needed with regard to overcoming language difficulties.

A similar trend was evident with the problem of learning beforehand of harsh weather conditions. All groups, except the Canadian teachers who reported No Help Needed, requested Some Help Needed with this variable. Teachers from Other Countries required most help followed by teachers from United Kingdom and United States with regard to amount of help perceived as needed with this variable. Table XXIX illustrates the finding for the predictor Country of Origin.

Sex

When sex was used as a predictor, the null hypothesis was rejected for variable 9, as indicated in Table XXX.

Male teachers required far more help than female teachers in understanding and motivating adolescents. Male teachers requested Some

TABLE XXX

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES SEX, df=1)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	0.130	11	0.056
2	0.044	12	3.230
3	2.124	13	6.436
4	0.868	14	0.927
5	4.318	15	0.988
6	0.214	16	0.173
7	1.993	17	0.000
8	0.750	18	0.641
9	14.709 *	19	5.007
10	2.300	20	0.009

TABLE XXXI

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES
SEX AND SIGNIFICANT HELP NEEDED VARIABLE *

		Help Needed Variable Number
Sex	N	9
Male	136	30.8 (10.0)
Female	149	41.8 (17.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Help Needed with this variable and ranked it in tenth place. On the other hand, female teachers required Little Help and ranked the same variable in seventeenth place. Table XXXI illustrates these findings.

Years of Teacher Training

Significant differences in the perception of amount of help needed by new immigrant teachers with different teacher training levels were found for variable 9, as indicated in Table XXXII.

With the exception of the teachers with six years of training, teachers with more years of training perceived more help needed in motivating and understanding adolescents than teachers with fewer years of training and vice versa. As illustrated in Table XXXIII

TABLE XXXII

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES TEACHER TRAINING, df=5)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	4.385	11	0.841
2	1.722	12	8.961
3	10.006	13	2.391
4	8.943	14	7.828
5	4.460	15	2.774
6	7.514	16	5.221
7	5.517	17	5.846
8	6.360	18	3.138
9	24.609 *	19	11.434
10	6.543	20	6.854

** Refer to Table XXV for variable identification.
* Differences significant at 0.01 level, or better

TABLE XXXIII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHER TRAINING AND SIGNIFICANT HELP NEEDED VARIABLE *

Number of Years of Teacher Training	N	Variable Number 9
One Year	20	52.1 (18.0)
Two Years	88	42.4 (17.0)
Three Years	40	35.9 (15.0)
Four Years	81	29.7 (9.0)
Five Years	38	28.2 (9.0)
Six Years	18	40.2 (16.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

teachers with one year of training reported least help needed while teachers with five years of training reported most help needed. One and two year teachers reported Little Help Needed with the problem of motivating adolescents and ranked the variable in eighteenth and seventeenth place respectively. Teachers with three, four and five years of training all requested Some Help Needed with this variable and ranked it in fifteenth, ninth and ninth place respectively. The six year teachers appear to be in a category of their own.

Years of Teaching Experience

Table XXXIV indicates that number of years of teaching experience is not a strong predictor of differences in amount of help perceived as needed by new immigrant teachers. One variable, namely, developing better personal qualities as a teacher, was found to be significant at the 0.01 level of confidence. Examination of the rank intensity scores of Table XXXV shows that teachers with one year or less of teaching experience requested Some Help Needed in developing better personal qualities as a teacher. All other groups perceived Little Help Needed with this variable.

TABLE XXXIV

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES TEACHING EXPERIENCE, df=5)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	5.213	11	3.424
2	7.076	12	2.966
3	15.396 *	13	13.439
4	13.734	14	3.289
5	5.119	15	5.564
6	2.663	16	6.619
7	0.300	17	6.992
8	5.313	18	2.279
9	6.146	19	9.592
10	2.575	20	9.540

** Refer to Table XXV for variable identification.
* Differences significant at the 0.01 level or better.

TABLE XXXV

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHING EXPERIENCE AND SIGNIFICANT HELP NEEDED VARIABLE *

Years of Teaching Experience	N	Variable Number 3
One Year	52	36.9 (18.0)
Two Years	25	47.2 (18.0)
Three Years	28	44.2 (17.0)
Four Years	27	50.9 (20.0)
Five Years	29	43.3 (18.0)
Six or more Years	122	50.6 (20.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Type of Certificate Held

Significant differences were recorded for variables 5, 6, 9 and 13 when type of certificate held was used as a predictor. These variables are illustrated in Table XXXVI.

Teachers holding Letters of Authority responded in a manner which is inconsistent with the responses of teachers holding all other types of certificates. For the most part, teachers holding Letters of Authority reported less help needed than teachers holding other types of certificates

TABLE XXXVI

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES TYPE OF CERTIFICATE, df=4)

Help Needed Variable Number **	H		Help Needed Variable Number **	H
1	3.903		11	3.210
2	10.725		12	3.494
3	12.162		13	16.021
4	8.227		14	1.076
5	14.823	*	15	1.184
6	17.717		16	3.579
7	7.505		17	1.026
8	5.076		18	1.625
9	23.996	*	19	12.210
10	4.984		20	8.932

** Refer to Table XXV for variable identification.
* Differences significant at 0.01 level, or better.

in the variables reported significant. When teachers holding Letters of Authority were considered separately, and the other four groups combined on the basis of similarities, certain trends were apparent.

Categories were grouped in the following manner. The first group was composed of all teachers holding Interim Junior E and Standard E certificates, credited with two or fewer years of training and qualified to instruct at the elementary level. The second group, who held Interim Standard S and Professional certificates consisted of teachers qualified to teach at higher grade levels and credited with at least two years of training. Table XXXVII illustrates mean rank intensity scores based on these groupings.

The first group of teachers (i.e., Interim Junior E and Interim

TABLE XXXVII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF CERTIFICATE AND SIGNIFICANT HELP NEEDED VARIABLES, df=4 *

Type of Alberta Certificate	N	Help Needed Variable Number 5		6		9		13	
Interim Junior E	27	22.9 (8.0)	26.9	19.5 (5.0)	22.5	48.7 (17.0)	40.5	14.2 (2.0)	29.7
Interim Standard E	69	31.0 (11.0)		25.4 (6.0)		42.3 (17.0)		25.5 (7.0)	
Interim Standard S	73	36.1 (15.0)	33.9	28.9 (10.0)	29.7	29.8 (11.0)	30.5	14.6 (1.0)	18.4
Interim Professional	78	31.8 (12.0)		30.5 (10.0)		30.2 (9.0)		22.2 (5.0)	
Letter of Authority	38	41.7 (18.0)		39.8 (16.0)		43.4 (19.0)		22.0 (3.0)	

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Standard E) requested far more help needed than the second group in the following variables: (1) understanding the use of special school services and audio-visual aids and (2) keeping official school records and reports. On the other hand, the second group of teachers perceived less help needed in (1) understanding and motivating adolescents, and (2) understanding the Alberta philosophy of education. Once again, teachers with more years of training, certified to instruct at the high school level, requested less help in understanding the Alberta philosophy of education as compared to teachers with fewer years of training, likely instructing at lower grade levels. Table XXXVII more fully illustrates the findings of this section.

Type of Community

A significant difference in amount of help needed for predictor categories based on community was observed for variable 20 only. The null hypothesis was accepted for all other help needed variables when type of community in which the teacher was resident was used as a predictor. This finding is illustrated in Table XXXVIII.

Teachers employed in cities and towns perceived Little Help Needed in learning beforehand of harsh weather conditions so that preparations could be made. On the other hand, teachers employed in rural areas and villages requested Some Help Needed with this variable. These findings are illustrated in Table XXXIX.

TABLE XXXVIII

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES TYPE OF COMMUNITY, df=3)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	0.680	11	6.951
2	1.624	12	7.008
3	1.899	13	9.186
4	5.420	14	3.754
5	9.480	15	3.543
6	1.542	16	3.751
7	2.941	17	7.767
8	4.410	18	6.424
9	6.357	19	7.829
10	5.393	20	22.217 *

** Refer to Table XXV for variable identification.
* Differences significant at 0.01 level, or better.

TABLE XXXIX

MEAN RANK INTENSITY SCORE FOR PREDICTOR CATEGORIES TYPE OF COMMUNITY AND SIGNIFICANT HELP NEEDED VARIABLE *

Type of Community	N	Variable Number 20
City	105	58.8 (20.0)
Town	65	55.0 (20.0)
Village	87	43.4 (18.0)
Rural Area	28	45.2 (17.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Teaching Position

Table XL indicates a significant difference for one variable,

TABLE XL

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES (PREDICTOR CATEGORIES TEACHING POSITION, df = 2)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	1.519	11	0.825
2	0.076	12	1.134
3	2.773	13	4.201
4	4.482	14	6.887
5	1.300	15	0.150
6	5.880	16	1.028
7	1.348	17	0.263
8	0.143	18	0.581
9	28.819 *	19	2.551
10	1.081	20	3.673

** Refer to Table XXV for variable identification.
* Differences significant at the 0.01 level, or better.

namely, understanding and motivating adolescents. As illustrated in Table XLI, junior high and high school teachers requested Some Help Needed with this variable and ranked it in tenth place. Elementary school teachers reported Little Help Needed and ranked the same variable in seventeenth place.

TABLE XLI

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHING POSITION AND SIGNIFICANT HELP NEEDED VARIABLE *

Teaching Position	N	Variable Number 9
Elementary	115	46.3 (17.0)
Junior High	83	29.2 (10.0)
High School	87	30.6 (10.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Type of Orientation Program in Existence

For purposes of analysis, only the categories No Orientation Program and An Organized Program were included for the predictor type of orientation program in existence. The category Some Incidental Orientation was eliminated because it alone included over 62 per cent of the total sample members, whereas the other categories each contained approximately 19 per cent of the total. Such an uneven distribution would likely cause

distortions in the Kruskal-Wallis test. Instead, the No Orientation Program and the Organized Program categories were utilized for purposes of analysis because each included the same number of members and represented the extremes of the extent of orientation program continuum.

Using such a classification, it was found that the null hypothesis was rejected for variables 2, 5, 12, 16 and 17. Table XLII illustrates these findings.

As indicated in Table XLIII, new immigrant teachers employed in school systems where no orientation programs were in existence reported more help needed than teachers working under organized programs in the following variables:

Understanding the goals of the school;

Understanding and using special school services and audio-visual aids;

Meeting and getting to know school personnel during the early stages of employment;

Understanding compulsory membership in the Alberta Teachers' Association;

Finding out school board policies and expectations for the school system.

The following variables can be added to the above list, although differences recorded were not significant. That is, teachers working where no orientation program was provided reported noticeably more help needed than teachers working under organized orientation programs with the following variables:

Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force;

TABLE XLII

KRUSKAL-WALLIS H SCORES FOR HELP NEEDED VARIABLES
(PREDICTOR CATEGORIES ORIENTATION PROGRAM, df=1)

Help Needed Variable Number **	H	Help Needed Variable Number **	H
1	3.403	11	1.759
2	6.711 *	12	7.056 *
3	0.250	13	2.985
4	0.658	14	0.365
5	6.674 *	15	0.081
6	0.188	16	9.011 *
7	0.088	17	8.522 *
8	0.056	18	2.603
9	0.207	19	1.292
10	0.672	20	3.340

** Refer to Table XXV for variable identification.
* Differences significant at 0.01 level, or better.

TABLE XLIII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF ORIENTATION AND SIGNIFICANT HELP NEEDED VARIABLES *

Type of Orientation Program in Existence	N	Help Needed Variable Number 2	5	12	16	17
No program	53	22.9 (7.0)	32.4 (12.0)	30.4 (11.0)	21.3 (5.0)	19.1 (3.0)
An Organized Program	57	28.5 (9.0)	36.2 (15.0)	36.7 (16.0)	33.5 (12.0)	24.8 (6.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Understanding and motivating adolescents;

Finding out and interpreting policies and goals of your school;

Learning and understanding the Alberta philosophy of education;

Learning the limitations and extent of teachers legal authority and rights;

Learning beforehand of harsh weather conditions so that preparations can be made.

III. SUMMARY OF FINDINGS FOR AMOUNT OF HELP PERCEIVED AS NEEDED

For twelve of the twenty variables tested, the amount of help needed as perceived by new immigrant teachers was found to be significantly related to at least one of the predictor variables studied. Table XLIV summarizes these findings.

Teachers employed in school systems where no orientation was provided reported more help needed in understanding the goals of the school, meeting and getting to know school personnel during early stages of employment, and finding out school board policies and expectations. United States teachers with one or fewer years of teaching experience requested more help in developing better personal qualities as a teacher. New immigrant teachers from Other Countries reported more help needed in handling discipline problems than teachers from other countries of origin. More help was perceived as needed in using special school services and audio-visual aids by Canadian teachers, teachers holding an elementary school certificate, and teachers employed in school systems where no orientation was provided. American teachers and teachers certified to instruct at the elementary school level needed more help in making out

TABLE XLIV

TABULATION OF SIGNIFICANT HELP NEEDED VARIABLES FOR TEACHER CHARACTERISTICS TESTED

Variable Numbers \ Teacher Characteristics	Country of Origin	Sex	Years of Training	Years of Experience	Type of Certificate	Type of Community	Teaching Position	Orientation Program
1								
2								*
3	*			*				
4	*							
5	*				*			*
6	*				*			
7								
8								
9		*	*		*		*	
10								
11								
12								*
13	*				*			
14								
15								
16	*							*
17								*
18								
19	*							
20	*					*		

and keeping official school records. Male teachers, teachers with one year or less of training, and teachers instructing at the high school level reported more help needed in understanding and motivating adolescents. United Kingdom teachers and teachers holding high school

certificates reported more help needed in learning and understanding the Alberta philosophy of education. Understanding compulsory membership in the Alberta Teachers' Association was perceived as a variable in which help was more required by United Kingdom teachers and teachers employed in school systems where no orientation program was provided. Teachers from Other Countries reported more help needed in overcoming language difficulties than teachers from the United Kingdom or the United States. Lastly, teachers from Other Countries, and teachers in rural areas requested more help needed in learning beforehand of harsh weather conditions.

Of the twenty variables tested, eight are associated with no significant differences in amount of help perceived as needed when teacher data were used as predictors. Lack of a relationship with the predictor criteria appears to indicate that any teacher new to the province requested the same amount of help needed with the following eight variables:

> Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force;
>
> Understanding and using courses of study and curriculum guides;
>
> Understanding certification procedures;
>
> Organizing classwork, planning lessons and units of study;
>
> Finding out and interpreting policies and goals of the school;
>
> Meeting and getting to know parents and other members of the community;
>
> Preparing oneself in the subject content to be taught;
>
> Learning the limitations and extent of the teacher's legal authority and rights.

The mean rank intensity score and rank for each of the above variables are clearly illustrated in Table XXVII.

CHAPTER VI

ANALYSIS OF DATA (PART III)

This chapter deals with the analysis of data collected in Part IV of the Questionnaire for Teachers Newly-Arrived in Alberta. Section I will be concerned with the problem of identifying the orientation practices perceived most useful by new immigrant teachers in Alberta. Section II will discuss analysis of the data bearing upon the question "Do new immigrant teachers with different personal and situational characteristics perceive the desirability of orientation practices differently?"

Variable numbers referred to in this chapter can be identified from the numbered list of variables in Table XLV. The orientation variables listed in this table correspond to those presented in Part IV of the questionnaire.

I. PERCEIVED DESIRABILITY OF ORIENTATION PRACTICES

The entire sample of new immigrant teachers rated twenty orientation variables in Part IV of the Questionnaire for Teachers Newly-Arrived in Alberta. Mean rank intensity scores[1] for each of the twenty variables were calculated in order to determine the extent of usefulness of the various techniques employed for orienting new immigrant teachers. In Table XLVI are illustrated the labels which will be utilized in this chapter to discuss findings based on the mean rank intensity score. The rationale for the use of these labels has previously been discussed.[2]

Applying the labels described in Table XLVI, it is observed that

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[1] Supra, p. 34.

[2] Supra, pp. 37-38.

TABLE XLV

LIST OF ORIENTATION VARIABLES FROM QUESTIONNAIRE FOR TEACHERS NEWLY-ARRIVED IN ALBERTA

Variable Number	Statement of Orientation Variables
1.	Bulletins from the school board office are forwarded to teacher on a regular basis.
2.	Teachers are free to request an individual conference with subject supervisor in time of need.
3.	In-service workshops in subject areas are held at the school, A.T.A. sub-local and local level.
4.	Pamphlets and other pertinent literature from the Department of Education are forwarded to teacher regularly.
5.	Induction ceremony for new teacher is held by the A.T.A. at the local or sub-local level.
6.	Curriculum guides and outlines, teacher resource books, and courses of study from the Department of Education are made available to teacher in subject area taught.
7.	Professional journals and publications are made available to teacher.
8.	A demonstration lesson is given by principal or supervisor.
9.	Teacher is made to feel free to consult other staff members on general or specific problems encountered.
10.	Teacher is given opportunity to participate in professional activities of the A.T.A. at the sub-local, local or provincial levels.
11.	General staff meetings are held where problems are presented and discussed by group as a whole.
12.	Teachers receive a policy handbook from school board office before commencement of teaching duties.
13.	Teacher is given opportunity to observe other teachers within or without system (for purposes of self-improvement) during regular classroom instruction time.
14.	Orientation meeting is held prior to school opening in order to familiarize the new teacher with use of school plant, facilities etc.
15.	Experienced teacher on same staff is appointed to assist the new teacher continuously.
16.	Parent-teacher conferences are held during school hours in early part of year where the teacher meets his pupils' parents.
17.	Social activities are held to acquaint teachers with school officials and other staff members.
18.	Teacher attends special summer school course prior to assuming duties, in preparation for an understanding of general issues and practices unique to the Alberta educational system - financed by school board.
19.	Handbook for Newly-Arrived Teachers, containing indexed information commonly required by someone teaching for first time in Alberta, is made available for personal use.
20.	Social organizations for newly-arrived teachers are established on regional basis, for purposes of socializing with others of similar interests and backgrounds.

TABLE XLVI

IDENTIFICATION OF LABELS USED TO DESCRIBE AND CLASSIFY RANK INTENSITY SCORES

Rank Intensity Score Interval	Label
1 - 20	Of Much Use
21 - 40	Of Some Use
41 - 60	Of Little Use
61 - 80	Of No Use

new immigrant teachers rated six variables Of Much Use, thirteen variables Of Some Use, one variable Of Little Use and no variables Of No Use. These results can be inferred from inspection of the mean rank intensity scores illustrated in Table XLVII.

Perceived Of Much Use for orienting new immigrant teachers in Alberta were the following variables listed in order of decreasing priority:

> Handbook for newly-arrived teachers, containing indexed information commonly required by someone teaching for the first time, is made available;
>
> Curriculum guides and outlines, teacher resource books, and courses of study from the Department of Education are made available to teachers in subject areas taught;
>
> Orientation meeting is held prior to school opening in order to familiarize the new teachers with use of school plant, instructional aids, and facilities;
>
> Teachers receive a policy handbook from school board office before commencement of teaching duties;
>
> Teacher is made to feel free to consult other staff members on general and specific problems encountered;
>
> Teacher is free to request an individual conference with subject supervisor in time of need.

At the other extreme, the one variable which was rated Of Little Use for purposes of orienting new immigrant teachers concerned the induction

TABLE XLVII

CLASSIFICATION OF MEAN RANK INTENSITY SCORES FOR ORIENTATION VARIABLES RANKED IN ORDER OF DECREASING USEFULNESS (N = 285)

Rank Order	Type of Orientation Practice	Mean Rank Intensity Score	Label
1.	Handbook for Newly-Arrived teachers, containing indexed information commonly required by someone teaching for first time in Alberta, is made available	11.03	
2.	Curriculum guides and outlines, teacher resource books, and courses of study from the Department of Education are made available to teacher in subject areas taught	11.04	
3.	Orientation meeting is held prior to school opening in order to familiarize the new teachers with use of school plant, instructional aids, and facilities	12.65	Of Much Use
4.	Teachers receive a policy handbook from school board office before commencement of teaching duties	15.22	
5.	Teacher is made to feel free to consult other staff members on general or specific problems encountered	17.34	
6.	Teacher is free to request an individual conference with subject supervisor in time of need	18.92	
7.	General staff meetings are held where problems are presented and discussed by group as a whole	21.33	
8.	In-service workshops in subject areas are held at the school, A.T.A. sub-local and local level	21.60	
9.	Professional journals and publications are available for use of teacher	23.53	
10.	Teacher is given opportunity to observe other teachers within or without system (for purposes of self-improvement) during regular classroom instruction time	25.67	Of Some Use
11.	Parent-teacher conferences are held during school hours in early part of year where the teacher meets his pupils' parents	25.89	
12.	Pamphlets and other pertinent literature from Department of Education are forwarded to teacher regularly	26.68	

TABLE XLVII (continued)

Rank Order	Type of Orientation Practice	Mean Rank Intensity Score	Label
13.	Bulletins from the school board office are forwarded to teacher on a regular basis . . .	27.58	Of Some Use
14.	Teacher attends a special summer school course prior to assuming duties, in preparation for an understanding of general issues and practices unique to the Alberta educational system financed by school board .	29.82	
15.	Social activities are held to acquaint teachers with school officials and other staff members .	29.98	
16.	Experienced teacher on same staff is appointed to assist the new teacher continuously . . .	30.66	
17.	Social organizations for newly-arrived teachers are established on regional basis, for purposes of socializing with others of similar interests and backgrounds	33.34	
18.	A demonstration lesson is given by principal or supervisor	38.33	
19.	Teacher is given opportunity to participate in professional activities of the A.T.A. at the sub-local, local and provincial level . . .	39.55	
20.	Inducation ceremony for new teacher is held by the A.T.A. at the local or sublocal level . . .	50.15	Of Little Use

ceremony conducted by the A.T.A. at the local or sub-local level.

The remaining thirteen variables were rated Of Some Use. Table XLVII identifies these variables and illustrates their ranks and mean rank intensity scores.

II. DIFFERENCES IN THE PERCEPTION OF DESIRABILITY OF ORIENTATION VARIABLES FOR TEACHERS WITH DIFFERENT PERSONAL AND SITUATIONAL CHARACTERISTICS

This section discusses the analysis of data bearing upon the question, "Do new immigrant teachers with different personal and situational

characteristics perceive the desirability of orientation practices differently?" To answer this question a series of Kruskal-Wallis tests were applied, to Hypothesis 3 (below), on an item by item basis using one predictor criterion at a time. For a value of H greater than that specified in a Chi Squared table for the required degrees of freedom, the null hypothesis was rejected, meaning that significant differences did exist.

> H_o3: There is no difference in the mean rank intensity scores of perceived desirability of orientation practices by new immigrant teachers with different personal and situational characteristics.

The level of confidence adopted for rejection of the null hypothesis was 0.01 or better. Each of the teacher characteristics is considered in turn, and the instances for which the null hypothesis were rejected will be identified and discussed. The same approach in the discussion of analysis is employed in this chapter as previously followed in Chapters IV and V.

Country of Origin

When country of origin was used as a predictor of differences, the null hypothesis was rejected for variables 8, 13, 18, 19, and 20, as indicated in Table XLVIII.

Canadian teachers and teachers from Other Countries perceived demonstration lessons given by the principal or supervisor Of Some Use and ranked the variable in fifteenth and sixteenth place respectively. United Kingdom and United States teachers viewed the same practice Of Little Use and ranked it in eighteenth and nineteenth place respectively.

Teachers from Other Countries rated observation of other teachers

TABLE XLVIII

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES COUNTRY OF ORIGIN, df=3)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	4.400	11	0.376
2	2.467	12	3.924
3	10.729	13	17.470 *
4	1.653	14	5.640
5	9.612	15	9.583
6	1.569	16	1.574
7	5.996	17	3.511
8	14.709 *	18	21.197 *
9	3.316	19	19.616 *
10	4.206	20	11.117 *

** Refer to Table XLV for variable identification.
* Differences significant at the 0.01 level or better.

TABLE XLIX

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES COUNTRY OF ORIGIN AND SIGNIFICANT ORIENTATION VARIABLES *

Country of Origin	N	Orientation Variable Number 8	13	18	19	20
United Kingdom	114	41.7 (18.0)	30.7 (16.0)	24.5 (9.0)	7.1 (1.0)	29.5 (15.0)
Canadian Province	62	33.2 (16.0)	20.6 (8.0)	43.0 (19.0)	14.5 (3.0)	37.3 (17.0)
United States of America	71	43.4 (19.0)	25.6 (12.0)	30.5 (16.0)	14.5 (4.0)	38.4 (18.0)
Other Countries	38	27.0 (15.0)	19.2 (6.0)	22.9 (9.0)	10.6 (2.0)	28.8 (16.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

within or without the system for purposes of self-improvement Of Much Use and ranked this variable in sixth place. All other teacher groups perceived this same practice Of Some Use, with the Canadian teachers ranking the variable in eighth place, the United States teachers ranking it in twelfth place and the United Kingdom teachers ranking it in sixteenth place.

All teacher groups, except those from Canadian provinces, felt that attendance at special summer school courses prior to assuming duties, in preparation for an understanding of general issues and practices unique to the Alberta educational system was Of Some Use. Canadian teachers perceived this practice Of Little Use and ranked it in nineteenth place. Other Countries teachers, United Kingdom teachers and American teachers ranked this variable in ninth, ninth, and sixteenth place respectively.

A handbook for newly-arrived teachers, containing indexed information commonly required by someone teaching for the first time in Alberta, made available for personal use of teachers, was perceived Of Much Use by all teachers. Teachers from the United Kingdom ranked this variable in first place, Other Countries teachers ranked this variable in second place, while the Canadian and American teachers ranked this same variable in third and fourth place respectively.

Finally, all teacher groups considered the establishment of social organizations for newly-arrived teachers Of Some Use. The United Kingdom teachers ranked this practice in fifteenth place, while American teachers ranked the same variable in eighteenth place.

Table XLIX illustrates the finding discussed for the analysis of data for predictor categories based on country of origin.

Sex

When sex was used as a predictor of difference, the null hypothesis

TABLE L

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES SEX, df=1)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	2.424	11	0.303
2	4.522	12	0.553
3	0.528	13	7.656 *
4	1.255	14	4.756
5	1.072	15	0.250
6	0.807	16	0.996
7	0.155	17	0.776
8	8.143 *	18	6.424
9	7.536 *	19	0.889
10	8.478 *	20	0.191

TABLE LI

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES
SEX AND SIGNIFICANT ORIENTATION VARIABLES *

Sex	N	Orientation Variable Number 8	9	10	13
Male	136	43.0 (19.0)	19.9 (5.0)	36.1 (18.0)	29.0 (14.0)
Female	149	34.0 (17.5)	15.0 (5.0)	42.7 (19.0)	22.7 (9.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

was rejected for variables 8, 9, 10 and 13. Table L illustrates these findings.

Female teachers rated the following orientation practices as more useful than did the male teachers:

A demonstration lesson is given by principal or supervisor;

Teacher is made to feel free to consult other staff members on general or specific problems encountered;

Teacher is given opportunity to observe other teachers within or without system for purposes of self-improvement, during regular classroom instruction time.

On the other hand, male teachers perceived teacher participation in professional activities of the A.T.A. at the sub-local, local and provincial levels as a more useful practice. Table LI illustrates these findings more completely.

Years of Teacher Training

When number of years of teacher training was used as a predictor

TABLE LII

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES TEACHER TRAINING, df=5)

Orientation Variable Number **	H *	Orientation Variable Number **	H *
1	9.055	11	6.800
2	6.286	12	3.364
3	0.520	13	3.195
4	1.190	14	1.944
5	7.790	15	12.603
6	4.718	16	1.706
7	5.113	17	3.782
8	4.263	18	7.065
9	6.561	19	7.760
10	4.666	20	6.141

** Refer to Table XLV for variable identification.
* No values for H were found significant at the 0.01 level of confidence.

of differences, the null hypothesis was accepted for all twenty variables under study. That is, the perception of usefulness of orientation practices is not related to the number of years of training received by the teacher. Table LII illustrates the H scores for the predictor categories based on number of years of teacher training.

Years of Teaching Experience

When number of years of teacher experience was used as a predictor of difference, the null hypothesis was accepted for all variables except variable number 9. Kruskal-Wallis H scores for this predictor criterion are illustrated in Table LIII.

Teachers with one to four years of teaching experience perceived consultation of other staff members on general or specific problems

TABLE LIII

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES TEACHING EXPERIENCE, df=5)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	6.155	11	4.333
2	6.699	12	4.172
3	2.200	13	14.494
4	10.593	14	10.286
5	5.082	15	6.214
6	5.317	16	1.329
7	14.227	17	2.472
8	5.507	18	9.898
9	15.775 *	19	8.213
10	14.946	20	2.448

** Refer to Table XLV for variable identification.
* Differences significant at the 0.01 level, or better.

encountered Of Much Use, whereas the teachers with five and six years of experience perceived the same variable Of Some Use. Table LIV illustrates this finding.

TABLE LIV

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHING EXPERIENCE AND SIGNIFICANT ORIENTATION VARIABLE *

Number of Years of Teaching Experience	N	Variable Number 9
One Year	52	16.2 (6.0)
Two Years	25	13.9 (2.0)
Three Years	28	13.2 (3.0)
Four Years	27	13.3 (4.0)
Five Years	29	20.6 (9.0)
Six or more years	122	21.1 (5.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Type of Certificate Held

When type of certificate held was used as a predictor of differences, the null hypothesis was rejected for variable 8, as indicated in Table LV. Once again, noticeable relationships exist for type of certificate held if the categories are grouped on the basis of criteria used by the Department

TABLE LV

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES (PREDICTOR CATEGORIES TYPE OF CERTIFICATE, df=4)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	3.480	11	1.751
2	4.937	12	3.767
3	4.321	13	9.851
4	2.545	14	5.031
5	11.111	15	9.972
6	1.330	16	1.039
7	3.570	17	7.611
8	25.693 *	18	9.923
9	2.481	19	3.248
10	2.152	20	2.140

** Refer to Table XLV for variable identification.
* Differences significant at 0.01 level or better.

TABLE LVI

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF CERTIFICATE AND SIGNIFICANT ORIENTATION VARIABLE *

Type of Certificate Held	N	Orientation Variable Number 8	
Interim Junior E	27	41.0 (17.0)	36.0
Interim Standard E	69	31.0 (14.0)	
Interim Standard S	73	48.2 (19.0)	44.5
Interim Professional	78	40.7 (19.0)	
Letter of Authority	38	25.9 (11.0)	

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

of Education in issuing certificates. These criteria for grouping are discussed in an earlier section.[1]

A demonstration lesson given by the principal or supervisor was perceived more useful by teachers holding elementary school certificates and Letters of Authority than by teachers holding high school certificates. Table LVI illustrates this finding.

Type of Community

When type of community was used as a predictor of differences for desirability of orientation practices, the null hypothesis was rejected for variable 13 and accepted for the remaining nineteen variables. Table LVII illustrates this finding.

TABLE LVII

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES TYPE OF COMMUNITY, df=3)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	3.592	11	4.738
2	2.815	12	4.777
3	0.828	13	22.145 *
4	5.931	14	0.825
5	2.234	15	4.124
6	7.111	16	0.516
7	3.709	17	1.247
8	7.643	18	9.999
9	7.746	19	0.171
10	7.004	20	2.390

** Refer to Table XLV for variable identification.
* Differences significant at the 0.01 level, or better.

[1] Supra, pp. 74-76.

There appears to be little consistency in the manner in which teacher groups, stratified according to the community of employment, ranked variable 13. All teacher groups did agree that observation of other teachers for purposes of self-improvement is useful in orientating new teachers; however, teachers in rural areas felt that this was a more useful practice than did teachers from other types of communities. Table LVIII illustrates these findings.

TABLE LVIII

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TYPE OF COMMUNITY AND SIGNIFICANT ORIENTATION VARIABLE *

Type of Community	N	Variable Number 13
City	105	26.8 (11.0)
Town	65	22.0 (8.0)
Village	87	28.7 (14.0)
Rural Area	28	20.3 (8.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

Teaching Position

When teaching position was used as a predictor of differences in the perceived desirability of orientation variables, the null hypothesis was accepted for all variables except variable 8. Table LIX illustrates

TABLE LIX

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES TEACHING POSITION, df=2)

Orientation Variable Number **	H	Orientation Variable Number **	H
1	0.001	11	3.070
2	1.823	12	0.210
3	1.123	13	4.662
4	0.372	14	5.547
5	0.928	15	5.138
6	0.073	16	3.937
7	0.408	17	3.365
8	19.076 *	18	0.325
9	0.069	19	1.496
10	2.006	20	1.064

** Refer to Table XLV for variable identification.
* Differences significant at 0.01 level, or better.

TABLE LX

MEAN RANK INTENSITY SCORES FOR PREDICTOR CATEGORIES TEACHING POSITION AND SIGNIFICANT ORIENTATION VARIABLE *

Teacher Position	N	Variable Number 8
Elementary	115	30.5 (15.0)
Junior High	83	41.3 (19.0)
High School	87	45.8 (19.0)

* For each pair of figures opposite the category and under the variable specified, the upper figure represents the mean rank intensity score and the lower figure in parenthesis represents the rank of this score.

these findings.

As indicated in Table LX, teachers instructing at lower grade levels perceived demonstration lessons given by principals or supervisors more useful than teachers instructing at higher grade levels. Elementary school teachers viewed this practice Of Some Use and ranked it in fifteenth place. Junior high and high school teachers perceived this practice Of Little Use and ranked it in the nineteenth place.

Type of Orientation Program in Existence

When type of orientation program provided in a school system was used as a predictor, the null hypothesis was accepted for all twenty variables. Table LXI illustrates this finding.

TABLE LXI

KRUSKAL-WALLIS H SCORES FOR ORIENTATION VARIABLES
(PREDICTOR CATEGORIES TYPE OF ORIENTATION, df=1)

Orientation Variable Number **	H *	Orientation Variable Number **	H *
1	0.101	11	0.347
2	0.097	12	0.134
3	2.197	13	2.478
4	1.734	14	0.869
5	1.744	15	0.007
6	1.916	16	0.268
7	1.261	17	6.265
8	0.022	18	0.942
9	0.178	19	0.129
10	5.637	20	5.748

** Refer to Table XLV for variable identification.
No significant differences were recorded at the 0.01 level, or better.

III. SUMMARY OF FINDINGS FOR DESIRABILITY OF ORIENTATION PRACTICES

Only for seven of the twenty orientation variables tested, was the perceived desirability of orientation techniques related significantly to one or more teacher characteristics used as predictors. Table LXII summarizes these findings.

Demonstration lessons given by the principal or supervisor were rated as more useful by Canadian teachers, female teachers, elementary school teachers and teachers holding elementary certificates. Consultation of other staff members on general or specific problems encountered was perceived as more desirable by female teachers and teachers with one to four years of training than other teacher groups. Male teachers rate more highly the usefulness of participation in professional activities of the A.T.A. at the local, sub-local and provincial level. The opportunity to observe teachers within and without the school system for purposes of self-improvement was most highly rated by female teachers, teachers in rural areas, and teachers from Other Countries. Lastly, the Other Countries teachers rated each of the following orientation techniques as more useful than did teachers with other countries of origin.

> Teacher attends special summer school course prior to assuming duties in preparation for an understanding of general issues and practices unique to the educational system;
>
> Handbook for newly-arrived teachers, containing indexed information commonly required by someone teaching for the first time in Alberta, is made available to the teacher.
>
> Social organizations for newly-arrived teachers are established on a regional basis, for purposes of socializing with others of similar interests and backgrounds.

TABLE LXII

TABULATION OF SIGNIFICANT ORIENTATION VARIABLES FOR TEACHER CHARACTERISTICS TESTED

Variable Number	Country of Origin	Sex	Years of Training	Years of Experience	Type of Certificate	Type of Community	Teaching Position	Orientation Program
1								
2								
3								
4								
5								
6								
7								
8	*	*			*		*	
9		*		*				
10		*						
11								
12								
13	*	*				*		
14								
15								
16								
17								
18	*							
19	*							
20	*							

For the remaining thirteen orientation variables, no significant differences were recorded. That is, lack of a relationship with the predictor criteria appears to indicate that any teacher new to the province perceived and rated these variables with the same degree of desirability. These thirteen variables can be identified from Table LXII and Table XLVII.

CHAPTER VII

CONCLUSION

I. RESTATEMENT OF PROBLEM

The purpose of this study was to identify the perceived (1) severity of adjustment problems, (2) extent of help needed, and (3) desirability of orientation practices by new immigrant teachers in Alberta. A series of null hypotheses were also tested to discover the relationship between sixty variables under study and the following predictor criteria: country of origin, sex, years of teacher training, years of teaching experience, type of certificate held, type of community, teaching position, and type of orientation program in existence,

A Questionnaire for Newly-Arrived Teachers in Alberta was developed for the purposes of this study. For each of the sixty variables composing this questionnaire, the respondents were asked to state an item rank which they derived by use of the Q-Sort technique, and a weight factor based on a Likert type scale. The rank intensity score which was obtained by multiplying the item rank by the weight factor was the basis of all computations in this study.

Data were analyzed in two major stages. In the first stage, variables were ordered on the basis of mean rank intensity scores. The second stage involved the application of the Kruskal-Wallis H test to scores derived from groupings according to predictor criteria.

A random sample, consisting of two hundred and eighty-five new immigrant teachers distributed throughout schools in the Province of Alberta, responded to the Questionnaire for Teachers Newly-Arrived in Alberta and provided the data for this study.

II. SUMMARY OF FINDINGS (PART I)

Severity of Adjustment Problems

New immigrant teachers in the Province of Alberta, encountered Much Difficulty or Moderate Difficulty with the following problems stated in order of decreasing intensity:

1. Interpreting course of study and finding course reference materials;
2. Understanding the Alberta philosophy of education;
3. Learning school board policies and expectations;
4. Receiving an unsatisfactory evaluation of number of years of training for salary purposes;
5. Preparing lessons and classwork, adapting to different methods of teaching;
6. Being burdened by clerical and so-called bureaucratic procedures;
7. Learning the rights and legal authority of a teacher;
8. Being burdened by many unrelated class preparations and heavy workload;
9. Finding out what supervisor or principal thinks of your work;
10. Overcoming indifferent and/or antagonistic attitudes of pupils;
11. Securing good living accommodations;
12. Finding adequate recreational facilities;
13. Handling discipline problems; and
14. Receiving satisfactory help and cooperation from supervisor and principal.

New immigrant teachers experienced Little Difficulty or No Difficulty with the following problems, listed in the order of decreasing intensity:

1. Overcoming feeling of loneliness and finding social opportunities;
2. Tolerating critical attitudes of public and parents towards teachers;
3. Failing to receive teaching assignments and classes for which employed;
4. Becoming acclimatized to harsh weather conditions in Alberta;
5. Communicating with ease in classroom and overcoming cultural variations in language; and
6. Tolerating cliques among teachers and being accepted by rest of staff.

Amount of Help Needed

New immigrant teachers in Alberta, required at least Some Help with the following problems, listed in order of decreasing intensity:

1. Understanding certification procedures;
2. Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force;
3. Learning and understanding the Alberta philosophy of education;
4. Finding out school board policies and expectations for the school system;
5. Finding out and interpreting policies and goals of your school;
6. Understanding the goals of the school;
7. Understanding and using courses of study and curriculum guides;
8. Learning the limitations and extent of teachers' legal authority and rights;
9. Making out and keeping official school records and reports;
10. Understanding compulsory membership in the Alberta Teachers' Association;
11. Organizing classwork, planning lessons and units of study;
12. Understanding and using special school services, audio-visual aids, equipment, etc.;
13. Preparing oneself in the subject content to be taught;
14. Meeting and getting to know parents and other members of the community;
15. Meeting and getting to know school personnel during the early stages of employment;
16. Understanding and motivating adolescents; and
17. Handling discipline problems.

New immigrant teachers required Little Help or No Help with the following problems:

1. Developing better personal qualities as a teacher;
2. Overcoming language difficulties - accent, pronunciation, meaning of slang, etc.; and
3. Learning beforehand of harsh weather conditions so that preparations can be made winterizing car, purchasing winter clothing.

Desirability of Orientation Practices

The following orientation practices, listed in the order of decreasing intensity, were rated Of Much Use or Of Some Use by new immigrant teachers in Alberta:

1. Handbook for newly-arrived teachers, containing indexed information commonly required by someone teaching for the first time in Alberta, made available for personal use;
2. Curriculum guides and outlines, teacher resource books, and courses of study from the Department of Education made available to teacher in subject area taught;

3. Orientation meeting held prior to school opening in order to familiarize the new teacher with use of school plant, instructional aids, and facilities, etc.;
4. Teachers receive a policy handbook from school board office before commencement of teaching duties;
5. Teacher feels free to consult other staff members on general or specific problems encountered;
6. Teacher requests an individual conference with subject supervisor in time of need;
7. General staff meetings held where problems are presented and discussed by group as a whole;
8. In-service workshops in subject areas held at the school, A.T.A. sub-local and local level;
9. Professional journals and publications available for use of teachers;
10. Teacher given opportunity to observe other teachers within or without system (for purposes of self-improvement) during regular classroom instruction time;
11. Parent-teacher conferences held during school hours in early part of year where the teacher meets his pupils' parents;
12. Pamphlets and other pertinent literature from the Department of Education forwarded to teacher regularly;
13. Bulletins from the school board office forwarded to teacher regularly;
14. Attendance at special summer school course prior to assuming duties, in preparation for an understanding of general issues and practices unique to the Alberta educational system - financed by school board;
15. Social activities held to acquaint teachers with school officials and other staff members;
16. Experienced teacher on same staff appointed to assist the new teacher continuously;
17. Social organizations for newly-arrived teachers established on regional basis, for purposes of socializing with others of similar interests and backgrounds;
18. Demonstration lessons given by principal or supervisor; and
19. Teacher opportunity to participate in professional activities of the A.T.A. at the sub-local, local or provincial levels.

One practice was rated of Little Use for orienting new immigrant teachers in Alberta; namely, the induction ceremony for new teachers held by the A.T.A. at the local or sub-local level.

III. SUMMARY OF FINDINGS (PART II)

By and large, new immigrant teachers with different personal and situational characteristics perceived differently (1) the severity of

adjustment problems, (2) the amount of help needed and (3) the desirability of orientation practices. Significant differences at the 0.01 level or better were recorded for 63 of the 480 variables tested. These significant differences are discussed below under appropriate predictor criteria headings.

Country of Origin

Of the four major groups of new immigrant teachers in Alberta, categorized on the basis of country of origin:

1) United Kingdom and Australian teachers

   i) Encountered most difficulty in understanding the Alberta philosophy of education;

   ii) Required most help in (a) learning and understanding the Alberta philosophy of education, and (b) understanding compulsory membership in the Alberta Teachers' Association; and

   iii) Rated as most useful a handbook for newly-arrived teachers, containing indexed information commonly required by someone teaching for the first time in Alberta;

2) American teachers

   i) Encountered most difficulty (a) in failing to receive the teaching assignments and classes for which employed, (b) tolerating cliques among teachers and being accepted by the rest of the staff;

   ii) Requested most help in (a) developing better qualities as a teacher and (b) making out and keeping official school records and reports;

3) Other Countries (i.e. teachers from India, Philippines, South Africa)

   i) Encountered most difficulty in (a) handling discipline problems, (b) overcoming feelings of loneliness and finding social opportunities, (c) communicating with ease in the classroom and overcoming cultural variations in the language and (d) becoming acclimatized to harsh weather conditions in Alberta;

ii) Required most help in (a) handling discipline problems, (b) overcoming language difficulties, and (c) learning beforehand of harsh weather conditions;

iii) Rated as most useful (a) demonstration lessons given by principal or supervisor, (b) opportunities to observe other teachers within and without school system, (c) attendance at special summer school courses prior to assuming duties and (d) social organizations for newly-arrived teachers established on a regional basis;

4) Canadian teachers

i) Encountered least difficulty in (a) understanding the Alberta philosophy of education, (b) communicating with ease in the classroom and overcoming cultural variations in language and (c) becoming acclimatized to harsh weather conditions in Alberta; and,

ii) Required least help in (a) learning and understanding the Alberta philosophy of education, (b) understanding compulsory membership in the A.T.A., (c) overcoming language difficulties and (d) learning beforehand of harsh weather conditions.

Sex

Of the two groups of teachers categorized on the basis of sex:

1) Male teachers

i) Encountered more difficulty in (a) overcoming indifferent and antagonistic attitudes of pupils, and (b) finding adequate recreational facilities;

ii) Required most help in understanding and motivating adolescents; and

iii) Rated as most useful (a) opportunities to participate in professional activities of the A.T.A. at the sub-local, local and provincial levels;

2) Female teachers

i) Encountered more difficulty in tolerating cliques among teachers and being accepted by rest of the staff; and

ii) Rated as more useful (a) demonstration lessons given by principal or supervisor, (b) consultation of other members of the staff on general or specific problems encountered, and (c) observation of other teachers within or without system.

Years of Teacher Training

Of the teacher groups categorized on the basis of years of teacher training, teachers with fewer years of training, as evaluated by the Department of Education:

i) Encountered more difficulty in (a) receiving an unsatisfactory evaluation of number of years of training for salary purposes and (b) less difficulty in overcoming indifferent and/or antagonistic attitudes of pupils;

ii) Requested least help needed in understanding and motivating adolescents.

Years of Teaching Experience

Of the six groups of teachers in the sample categorized on the basis of years of teaching experience, teachers with six or more years of experience:

i) Encountered most difficulty in understanding the Alberta philosophy of education;

ii) Requested least help needed in developing better personal qualities as a teacher;

iii) Rated as most useful the practice in which teacher is made to feel free to consult other staff members on general or specific problems encountered.

Type of Alberta Certificate

Of the teacher groups categorized on the basis of types of Alberta certificates held:

1) Teachers holding Letters of Authority

i) Encountered most difficulty in (a) communicating with ease in the classroom and overcoming cultural variations in the language and (b) becoming acclimatized to harsh weather conditions in Alberta;

ii) Requested least help in (a) understanding and using special school services, (b) making out and keeping official school records and reports, and (c) understanding and motivating adolescents;

iii) Rated as most useful demonstration lessons given by the principal or supervisor;

2) Teachers holding Interim Junior E and Interim Standard E

i) Encountered most difficulty in (a) receiving an unsatisfactory evaluation of number of years of training for salary purposes;

ii) Requested most help needed in (a) understanding and using special school services, and (b) making out and keeping official school records and reports;

3) Teachers holding Interim Standard S and Interim Professional Certificates

i) Encountered most difficulty in being burdened by many unrelated class preparations and heavy workload;

ii) Requested most help needed in (a) understanding and motivating adolescents, (b) learning and understanding the Alberta philosophy of education; and,

iii) Rated as least useful demonstration lessons given by principal or supervisor.

Type of Community

Of the two groups of teachers categorized on the basis of size of community in which teacher is resident

1) Urban teachers (i.e., city and town teachers)

i) Encountered most difficulty as a result of being burdened by clerical and so-called bureauractic procedures;

ii) Requested least help needed in learning beforehand of harsh weather conditions so that preparations could be made;

2) Rural teachers (i.e., village and rural area teachers)

i) Encountered most difficulty in (a) finding adequate recreational facilities, and (b) becoming acclimatized to harsh weather conditions in Alberta;

ii) Requested most help in learning beforehand of harsh weather conditions so that preparations could be made; and

iii) Rated as most useful opportunities to observe other teachers within and without school system, for purposes of self-improvement.

Teaching Position

Of the three groups of teachers categorized according to grade level of instruction:

1) Elementary teachers

i) Encountered least difficulty in (a) handling discipline problems, (b) overcoming indifferent and/or antagonistic attitudes of pupils and (c) failing to receive teaching assignments and classes for which employed;

ii) Requested least help needed in understanding and motivating adolescents;

iii) Rated as most useful demonstration lessons given by the principal or supervisor;

2) Junior high teachers

i) Encountered most difficulty in (a) handling discipline problems, (b) overcoming indifferent and/or antagonistic attitudes of pupils, and (c) failing to receive the teaching assignments and classes for which employed;

ii) Requested most help needed in understanding and motivating adolescents;

3) High school teachers

i) Rated as least useful demonstration lessons given by principal or supervisor.

Type of Orientation Program in Existence

Of the two groups of teachers categorized on the basis of the type of orientation program provided:

1) Teachers employed in systems where no orientation program existed

i) Encountered more difficulty in (a) learning school board

policies and expectations, (b) understanding the Alberta philosophy of education, (c) finding out what the supervisor or principal thinks of your work and (d) receiving satisfactory help and cooperation from supervisors and principals; and

ii) Requested more help needed in (a) understanding the goals of the school, (b) understanding and using special school services and audio-visual aids, (c) meeting and getting to know school personnel during the early stages of employment, (d) understanding compulsory membership in the Alberta Teachers' Association, and (e) finding out school board policies and expectations.

Teachers employed in systems where no orientation was provided requested more help in the following additional problems; however, the findings were not significant at the 0.01 level or better:

a) Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force;

b) Understanding and motivating adolescents;

c) Finding out and interpreting policies and goals of the school;

d) Learning and understanding the Alberta philosophy of education;

e) Learning the limitations and extent of the teacher's legal authority and rights; and

f) Learning beforehand of harsh weather conditions so that preparations could be made.

IV. IMPLICATIONS

Several more outstanding implications of this study are as follows:

1. Organized orientation programs do help alleviate adjustment difficulties, thus facilitating more effective performance of professional responsibilities of newly-appointed teachers. Teachers provided with organized orientation reported less help needed in the majority of the variables tested.

2. The extent of orientation provided for teachers new to the province in the 1967-68 school year was largely inadequate. In this study, which was extended throughout Alberta schools, eighty per cent of the respondents reported that no orientation or only some incidental orientation was provided;

3. Moreover, in the twenty per cent of the cases where organized orientation was provided, little attempt was made to assist particular new teacher groups in specific adjustment needs and difficulties experienced. In particular, the needs of the new immigrant teacher group appeared to have been neglected. All variables in this study for which analysis showed significantly less adjustment difficulty and help needed were of a general nature and not specific to issues surrounding the new immigrant teacher group;

4. This study has established that there is a difference in the perceived (1) severity of adjustment difficulties encountered, (2) extent of help needed, and (3) desirability of orientation practices by new immigrant teachers with different personal and situational characteristics. This major finding implies that orientation programs should first focus on providing assistance appropriate to the individual differences of the particular newly appointed teacher, and second, attempt to meet the general adjustment needs of such a teacher;

5. Greatest differences in the severity of adjustment difficulties encountered and amount of help needed are associated with the predictor variables, country of origin and type of orientation program provided. As indicated in Table LXIII, these two variables account for more than forty-eight per cent of the total significant differences recorded. It

can be inferred from this finding that the amount of difficulty encountered by new teachers in specific and general problems depends to a greater extent upon the teacher characteristic country of origin and whether or not orientation is provided, than the new teacher's grade level of instruction, years of training and teaching experience, community of residence or sex.

TABLE LXIII

NUMBER AND PERCENTAGE OF ADJUSTMENT AND HELP NEEDED VARIABLES FOR WHICH SIGNIFICANT DIFFERENCES WERE RECORDED IN STUDY

Teacher Characteristic	N	Percentage of Total
Country of Origin	15	30
Type of Orientation Program	9	18
Type of Certificate	8	16
Teaching Position	5	10
Sex	4	8
Type of Community	4	8
Years of Training	3	6
Years of Teaching Experience	2	4

6. The high degree of consistency in the findings of this study indicated that the use of the Q-Sort technique in combination with the Likert type weighting scale provided a measure which enabled high level discrimination of variables tested. The Questionnaire for Newly-Arrived

Teachers in Alberta, developed for the purposes of this study, has proved to be an instrument of somewhat high reliability. Through more extensive testing this instrument can be developed into an evaluative tool of orientation programs for new immigrant teachers in Alberta.

V. RECOMMENDATIONS

On the basis of the findings obtained in this study, it is recommended that:

1. In the immediate future, all agencies directly concerned with education become more involved in the orientation of the new immigrant teacher in Alberta. Most effective orientation of new immigrant teachers requires the cooperation of authorities at the following levels - the university, the Department of Education, the Alberta Teachers' Association, school board and school. The role of each of these agencies, considered in turn, should be as follows:

a) University should

i) Establish a special summer school course, designed to acquaint teachers new to the province with general issues such as the Alberta philosophy of education, the legal rights and authority of the teacher, the administering of the school and classroom, etc. Representatives from the Alberta Teachers' Association and the Department of Education could be invited to participate;

b) Department of Education should

i) Make available directly to teachers curriculum guides and outlines, resource books and courses of study;

ii) Pamphlets and other pertinent literature concerning departmental issues in education;

c) Professional association should

i) Prepare and distribute to new immigrant teachers a handbook containing indexed information commonly required by someone teaching for the first time in Alberta;

ii) Provide financial assistance to A.T.A. locals and sub-locals for more extensive inservice workshops in the area of professional development;

iii) Promote the establishment of social organizations for new immigrant teachers on a regional basis;

iv) Provide for greater opportunity for new teacher participation in various professional activities at the sub-local, local and provincial levels;

d) Local school boards should

i) Provide new teachers with policy handbooks before commencement of teaching responsibilities;

ii) Make provisions for supervisory assistance to new immigrant teachers in specific and general problems encountered;

iii) Place schools on subscribers lists for most recent and pertinent professional journals and publications;

iv) Make provisions for interschool visitations of new teachers, where the teachers can observe others for purposes of self-improvement;

v) Provide new teachers with bulletins stating the most recent activities of the board;

vi) Arrange for social activities early in the school year so as to acquaint the entire new staff with other school officials;

e) Administrators at the school building level should

i) Hold orientation meetings prior to school opening in order to familiarize the new teacher with the use of school plant, instructional aids, facilities, etc.;

ii) Encourage staff members to assist new teachers voluntarily in general and specific problems encountered;

iii) Provide opportunity during regular staff meetings for new teachers to voice their problems;

iv) Provide opportunities for new teachers to participate in interclass visitations for the purpose of discovering new methods of teaching;

v) Organize parent-teacher conferences to be held during school hours in early part of school year;

vi) Appoint experienced teachers on staff to provide continuous assistance to the new teacher;

vii) Present demonstration lessons for new teachers.

Certain general recommendations warrant mention here:

1. That administrators pay greater attention in the future to individual needs as well as group needs of new immigrant teachers;

2. That administrators utilize the results of this study for the establishment of more effective orientation programs for new immigrant teachers in Alberta; and,

3. That administrators utilize the findings of this study for more effective decision making when recruiting, selecting and placing new immigrant teachers.

Lastly, it is recommended that a more extensive study of new immigrant teachers be undertaken not only to validate the findings of this present study, but to discover other factors bearing upon adjustment and orientation of such teachers to the Alberta system of education.

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APPENDIX A

QUESTIONNAIRE

Instructions

Acknowledgment from Alberta Teachers' Association

Questionnaire for Teachers Newly-Arrived in Alberta

Sample Set of Q-Sort Cards (not cut up)

Adjustment Variables

Department of Educational Administration,
543 Education Building,
The University of Alberta,
EDMONTON, Alberta.

March 27, 1968.

Dear Educator:

During the first week of March you were forwarded a research kit, containing among other items, a Questionnaire for Newly-Arrived Teachers in Alberta. As you may recall, this is a study attempting to identify the help that is needed and adjustment problems encountered by teachers new to Alberta. It is hoped that the results of this study will be utilized for effective assistance to new teachers in the immediate future.

The questionnaires returned to-date provide a fair indication that the study was warranted. Interesting observations and trends are already apparent. However, before the results can be fully analyzed, a minimal 70 percent return is required. Would you please complete the questionnaire and return it as soon as possible. If you have misplaced the questionnaire, please drop me a post-card and a new questionnaire will be forwarded promptly.

It is possible that this letter will be crossing your response in the mail. If you have already returned the questionnaire, please disregard this letter. Once again, I wish to thank you for your effort in this study.

Yours sincerely,

Leonard Shymoniak

Leonard R. Shymoniak.

The Alberta Teachers' Association
BARNETT HOUSE, EDMONTON

February 12, 1968.

Dear Colleague:

Enclosed is a questionnaire and letter from Mr. Leonard Shymoniak. The letter explains Mr. Shymoniak's purpose in making a survey of problems faced by teachers newly arrived in Alberta.

The Association is interested in this survey because the results, which Mr. Shymoniak has agreed to make available to us, will be useful in planning orientation programs for teachers new to Alberta.

The Alberta Teachers' Association requests that you cooperate in this survey by completing and promptly returning the questionnaire.

Yours sincerely,

T. F. Rieger

T. F. Rieger
Executive Assistant.

TFR:jp

11010 - 142 STREET, EDMONTON, ALBERTA • TELEPHONE (403) 455-3181

Department of Educational Administration
Faculty of Graduate Studies
University of Alberta, Edmonton

QUESTIONNAIRE FOR TEACHERS NEWLY-ARRIVED IN ALBERTA

Part I - Teacher Data

II - Adjustment Problems

III - Help Needed

IV - Orientation Practices

To be completed only by those teachers presently in their first year of service in an Alberta school system, who have received their training and previous experience outside the Province of Alberta.

Research project by a graduate student, University of Alberta, co-sponsored by the Alberta Teachers' Association.

PART I : TEACHER DATA

Check ONE correct or most appropriate alternative for each of items 4-10 below. (Items are numbered for computer adaptability).

4. Sex:

( ) 1. Male.
( ) 2. Female.

5. Type of community in which your school is situated:

( ) 1.	City	(population	10,001 or more)
( ) 2.	Town	("	1,501 to 10,000)
( ) 3.	Village or hamlet	("	200 to 1,500)
( ) 4.	Rural area	(other than (2) or (3) above)	

6. Country of origin - where most of your teacher training, and some or all of your teaching experience was obtained:

( ) 1. United Kingdom.
( ) 2. Canadian province other than Alberta.
( ) 3. United States of America.
( ) 4. Other (specify) _____.

7. Years of teacher education for which you are presently being paid (to nearest full year):

( ) 1. One year.
( ) 2. Two years.
( ) 3. Three years.
( ) 4. Four years.
( ) 5. Five years.
( ) 6. Six years.

8. Number of years of teaching experience held previous to September 1, 1967 - to nearest full year.

( ) 1. One year.
( ) 2. Two years.
( ) 3. Three years.
( ) 4. Four years.
( ) 5. Five years.
( ) 6. Six or more years (specify) _____.

9. Type of Alberta teaching certificate held:

( ) 1. Interim Junior E.
( ) 2. Interim Standard E.
( ) 3. Interim Standard S.
( ) 4. Interim Professional.
( ) 5. Letter of Authority.

10. Teaching position - where majority of instruction time is spent.

( ) 1.	Elementary	(grades I - VI)
( ) 2.	Junior High	(grades VII- IX)
( ) 3.	High School	(grades X -XII)
( ) 4.	Other (specify)	_____.

PROCEDURE FOR COMPLETION

Each of Parts II, III and IV consist of two sections: the first section requires ranking of items for which Q-SORTS are provided; the second is designed to determine the degree of importance or significance of each item to the respondent. Base all judgment on your personal experiences encountered in the first few months of teaching in Alberta. Please complete the questionnaire in the order presented.

PART II : ADJUSTMENT PROBLEMS

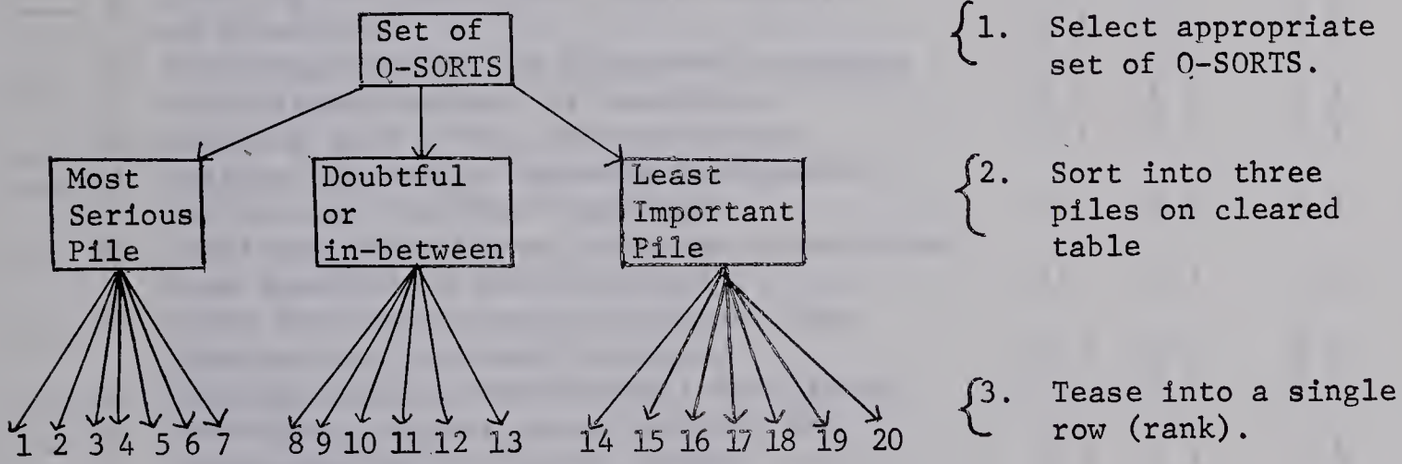
Directions for use of Q-SORT:

Use the Q-SORT to rank all items in order, with most important in the first place and the least important in last place. You are provided with three sets of Q-SORTS. Directions for use of Q-SORT, illustrated by a diagram are found immediately below:

1. Select the appropriate set of Q-SORTS for Part II.

2. Read the statements carefully, sorting them into three approximately equal piles on a cleared table or desk before you. On the left, place those which to you are obviously most serious adjustment problems by newly-arrived teachers; on the right, those obviously less serious. Place the remainder - those which are doubtful or in between - in the centre pile.

3. Now sort or tease the problems in each of the piles into a single rank (row).

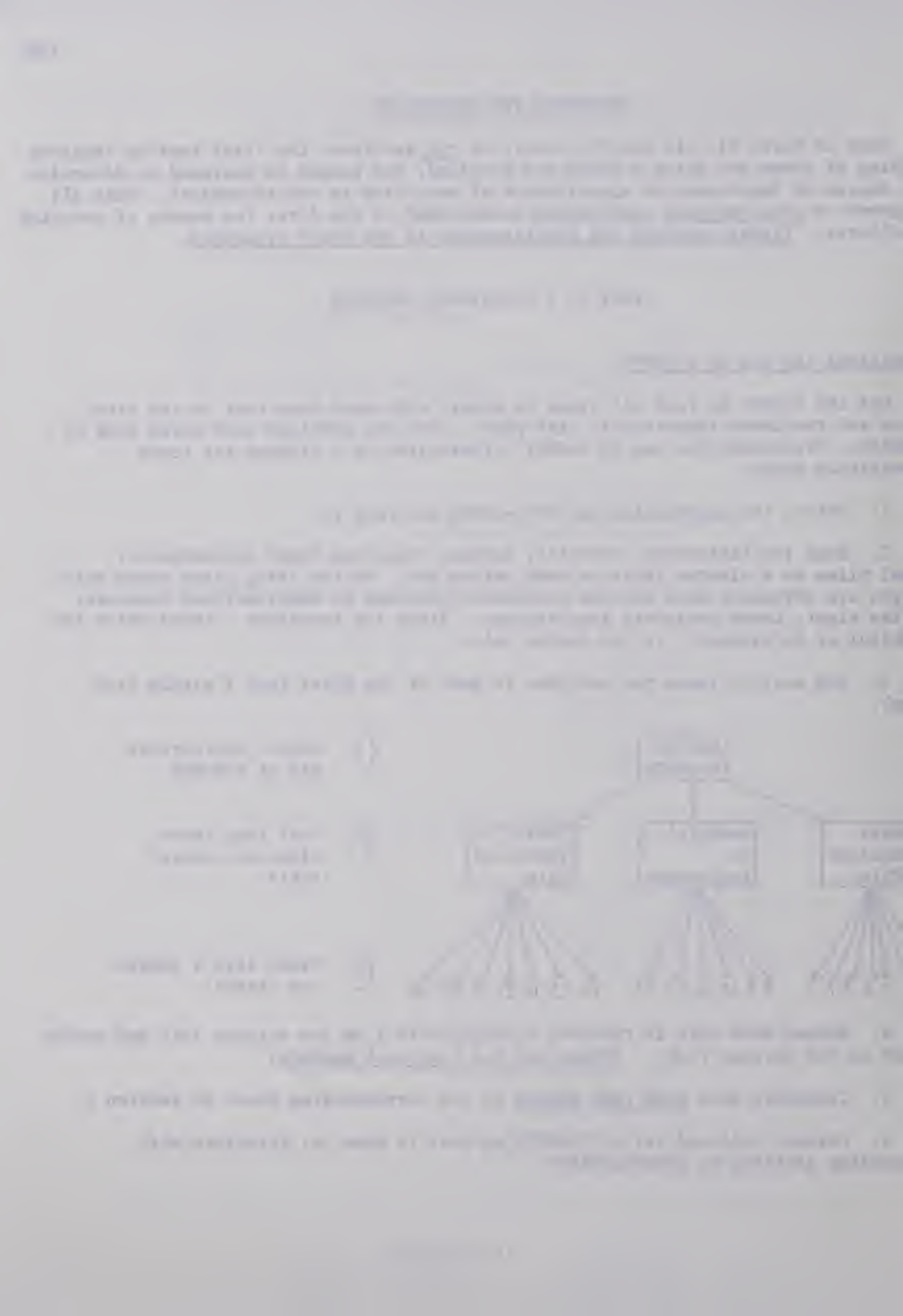


4. Number each card in the row, starting with 1 on the extreme left and ending at 20 on the extreme right. (These are the item rank numbers)

5. Transpose each item rank number to the corresponding space of section 1.

6. Discard utilized set of Q-SORTS so that it does not interfere with succeeding sections of questionnaire.

.....



Use the Q-SORT to determine the item rank number for each space of section 1 to the left below. Rank the items in order according to what you feel are the most serious to least serious adjustment problems encountered by newly-arrived teachers in Alberta. In Section 2 to the right below, check one bracket which best indicates the amount of difficulty you personally experienced.

SECTION 1		SECTION 2			
		Amount of difficulty you experienced.			
Item Rank No.	Types of ADJUSTMENT PROBLEMS	Much (1)	Some (2)	Little (3)	None (4)
___ 1.	Learning school board policies and expectations	( )	( )	( )	( )
___ 2.	Understanding the Alberta philosophy of education	( )	( )	( )	( )
___ 3.	Receiving an unsatisfactory evaluation of number of years of training for salary purposes	( )	( )	( )	( )
___ 4.	Handling discipline problems	( )	( )	( )	( )
___ 5.	Finding out what supervisor or principal thinks of your work.	( )	( )	( )	( )
___ 6.	Interpreting courses of study and finding course reference materials..	( )	( )	( )	( )
___ 7.	Overcoming indifferent and/or antagonistic attitudes of pupils	( )	( )	( )	( )
___ 8.	Learning the rights and legal authority of a teacher	( )	( )	( )	( )
___ 9.	Preparing lessons and classwork: adapting to different methods of teaching..	( )	( )	( )	( )
___ 10.	Securing good living accommodations.	( )	( )	( )	( )
___ 11.	Failing to receive teaching assignments and classes for which employed	( )	( )	( )	( )
___ 12.	Receiving satisfactory help and cooperation from supervisors and principal	( )	( )	( )	( )
___ 13.	Being burdened by many unrelated class preparations and heavy workload	( )	( )	( )	( )
___ 14.	Finding adequate recreational facilities . . .	( )	( )	( )	( )
___ 15.	Tolerating cliques among teachers and being accepted by rest of staff	( )	( )	( )	( )
___ 16.	Overcoming feelings of loneliness and finding social opportunities	( )	( )	( )	( )
___ 17.	Tolerating critical attitudes of public and parents towards teacher	( )	( )	( )	( )
___ 18.	Communicating with ease in classroom and overcoming cultural variations in language . .	( )	( )	( )	( )
___ 19.	Becoming acclimatized to harsh weather conditions in Alberta.	( )	( )	( )	( )
___ 20.	Being burdened by clerical and so-called bureaucratic procedures	( )	( )	( )	( )

ATTENTION: BE SURE TO DISCARD THE Q-SORT FOR PART II AND COMPLETE SECTION 2 ABOVE.

PART III : HELP NEEDED

As in Part II above, use the Q-SORT to determine the item rank number for each space of section 1 below. Basing all judgments upon your experiences as a new teacher in Alberta, rank the items in order. Place those with which you feel help is most needed first and those with which help is least needed last. In Section 2, check the one bracket which best describes the amount of help you needed.

SECTION 1		SECTION 2 Amount of help you needed			
Item Rank No.	TYPE OF POSSIBLE HELP	Much (1)	Some (2)	Little (3)	None (4)
___ 1.	Learning what services are made available to teachers through the A.T.A. and what the role of the Association is in matters affecting the Alberta teaching force. . . .	( )	( )	( )	( )
___ 2.	Understanding the goals of the school . . .	( )	( )	( )	( )
___ 3.	Developing better personal qualities as a teacher - voice, poise, emotional control, mannerisms, etc.	( )	( )	( )	( )
___ 4.	Handling discipline problems	( )	( )	( )	( )
___ 5.	Understanding and using special school services audio-visual aids, equipment etc.	( )	( )	( )	( )
___ 6.	Making out and keeping official school records and reports	( )	( )	( )	( )
___ 7.	Understanding and using courses of study and curriculum guides	( )	( )	( )	( )
___ 8.	Understanding certification procedures. . .	( )	( )	( )	( )
___ 9.	Understanding and motivating adolescents .	( )	( )	( )	( )
___ 10.	Organizing classwork, planning lessons and units of study	( )	( )	( )	( )
___ 11.	Finding out and interpreting policies and goals of your school	( )	( )	( )	( )
___ 12.	Meeting and getting to know school personnel during the early stages of employment . . .	( )	( )	( )	( )
___ 13.	Learning and understanding the Alberta philosophy of education	( )	( )	( )	( )
___ 14.	Meeting and getting to know parents and other members of the community	( )	( )	( )	( )
___ 15.	Preparing oneself in the subject content to be taught	( )	( )	( )	( )
___ 16.	Understanding compulsory membership in the Alberta Teachers' Association	( )	( )	( )	( )
___ 17.	Finding out school board policies and expectations for the school system	( )	( )	( )	( )
___ 18.	Learning the limitations and extent of teachers' legal authority and rights . . .	( )	( )	( )	( )
___ 19.	Overcoming language difficulties - accent, pronunciation, meaning of slang, etc.	( )	( )	( )	( )
___ 20.	Learning beforehand of harsh weather conditions so that preparations can be made winterizing car, purchasing winter clothing.	( )	( )	( )	( )

ATTENTION: BE SURE TO DISCARD THE Q-SORT FOR PART III AND COMPLETE SECTION 2 ABOVE.

PART IV : ORIENTATION PRACTICES

As in Parts II and III, use the Q-SORT to determine the item rank number for each statement in Section 1. Rank the listed orientation practices in order, placing those which you feel most useful first and those least useful last. In Section 2, check the one bracket which best describes the extent of usefulness of each of the orientation practices listed.

SECTION 1		SECTION 2 Usefulness of Practice			
Item Rank No.	TYPE OF ORIENTATION PRACTICE	Much (1)	Some (2)	Little (3)	None (4)
___ 1.	Bulletins from the school board office are forwarded to teacher on a regular basis	( )	( )	( )	( )
___ 2.	Teachers are free to request an individual conference with subject supervisor in time of need	( )	( )	( )	( )
___ 3.	In-service workshops in subject areas are held at the school, A.T.A. sub-local and local level	( )	( )	( )	( )
___ 4.	Pamphlets and other pertinent literature from the Department of Education are forwarded to teacher regularly	( )	( )	( )	( )
___ 5.	Induction ceremony for new teacher is held by the A.T.A. at the local or sub-local level	( )	( )	( )	( )
___ 6.	Curriculum guides and outlines, teacher resource books, and courses of study from the Department of Education are made available to teacher in subject area taught	( )	( )	( )	( )
___ 7.	Professional journals and publications are available for use of teacher	( )	( )	( )	( )
___ 8.	A demonstration lesson is given by Principal or Supervisor	( )	( )	( )	( )
___ 9.	Teacher is made to feel free to consult other staff members on general or specific problems encountered	( )	( )	( )	( )
___ 10.	Teacher is given opportunity to participate in professional activities of the A.T.A. at the sub-local, local or provincial levels	( )	( )	( )	( )
___ 11.	General staff meetings are held where problems are presented and discussed by group as a whole . .	( )	( )	( )	( )
___ 12.	Teachers receive a policy handbook from school board office before commencement of teaching duties	( )	( )	( )	( )
___ 13.	Teacher is given opportunity to observe other teachers within or without system (for purposes of self-improvement) during regular classroom instruction time..	( )	( )	( )	( )
___ 14.	Orientation meeting is held prior to school opening in order to familiarize the new teacher with use of school plant, instructional aids, and facilities, etc.	( )	( )	( )	( )
___ 15.	Experienced teacher on same staff is appointed to assist the new teacher continuously	( )	( )	( )	( )

		Much	Some	Little	None
___ 16.	Parent-teachers conferences are held during school hours in early part of year where the teacher meets his pupils' parents.	( )	( )	( )	( )
___ 17.	Social activities are held to acquaint teachers with school officials and other staff members. . . .	( )	( )	( )	( )
___ 18.	Teacher attends special summer school course prior to assuming duties, in preparation for an understanding of general issues and practices unique to the Alberta educational system - financed by school board	( )	( )	( )	( )
___ 19.	Handbook for Newly-Arrived Teachers, containing indexed information commonly required by someone teaching for the first time in Alberta, is made available for personal use.	( )	( )	( )	( )
___ 20.	Social organizations for newly-arrived teachers are established on regional basis, for purposes of socializing with others of similar interests and backgrounds	( )	( )	( )	( )

.....

What type of orientation program do you feel is presently in existence in your school or school system? (Check most appropriate answer).

( ) 1. No orientation program.

( ) 2. Some incidental orientation.

( ) 3. An organized program.

ATTENTION: Complete Section 2 and check to see that you have completed the questionnaire in its entirety.

.....

Sincere thanks are extended for your cooperation.

Please place the completed questionnaire in the stamped, addressed envelope provided and mail it promptly.

Q-SORTS for PART II ADJUSTMENT PROBLEMS Rank in order of most serious to least serious adjustment problems encountered.	1. LEARNING SCHOOL BOARD POLICIES AND EXPECTATIONS.	2. UNDERSTANDING THE ALBERTA PHILOSOPHY OF EDUCATION.
3. RECEIVING AN UNSATISFACTORY EVALUATION OF NUMBER OF YEARS OF TRAINING FOR SALARY PURPOSES.	4. HANDLING DISCIPLINE PROBLEMS.	5. FINDING OUT WHAT SUPERVISOR OR PRINCIPAL THINKS OF YOUR WORK.
6. INTERPRETING COURSES OF STUDY AND FINDING COURSE REFERENCE MATERIALS.	7. OVERCOMING INDIFFERENT AND/OR ANTAGONISTIC ATTITUDES OF PUPILS.	8. LEARNING THE RIGHTS AND LEGAL AUTHORITY OF A TEACHER.
9. PREPARING LESSONS AND CLASSWORK: ADAPTING TO DIFFERENT METHODS OF TEACHING.	10. SECURING GOOD LIVING ACCOMMODATIONS.	11. FAILING TO RECEIVE TEACHING ASSIGN-MENTS AND CLASSES FOR WHICH EMPLOYED.
12. RECEIVING SATISFACT-ORY HELP AND COOPERATION FROM SUPERVISORS AND PRINCIPAL.	13. BEING BURDENED BY MANY UNRELATED CLASS PREPARATIONS AND HEAVY WORKLOAD.	14. FINDING ADEQUATE RECREATIONAL FACILITIES.
15. TOLERATING CLIQUES AMONG TEACHERS AND BEING ACCEPTED BY REST OF STAFF.	16. OVERCOMING FEELINGS OF LONELINESS AND FINDING SOCIAL OPPORTUNITIES.	17. TOLERATING CRITICAL ATTITUDES OF PUBLIC AND PARENTS TOWARDS TEACHER.
18. COMMUNICATING WITH EASE IN CLASSROOM AND OVERCOMING CULTURAL VARIATIONS IN LANGUAGE.	19. BECOMING ACCLIMATIZED TO HARSH WEATHER CONDITIONS IN ALBERTA.	20. BEING BURDENED BY CLERICAL AND SO-CALLED BUREAUCRATIC PROCEDURES.

APPENDIX B

RELATED CORRESPONDENCE

Box 55, Athabasca Hall,
University of Alberta,
Edmonton, Alberta.

January 8, 1968

The Executive Secretary,
Alberta Teachers' Association,
Barnett House,
EDMONTON, Alta.

Dear Dr. S.C.T. Clarke:

Further to the interview of December 14, 1967, I wish to submit to the Executive Council of the Alberta Teachers' Association a proposal for possible co-sponsorship in a study to be carried out on a significant portion of the Alberta teaching force.

As an initial step for the requirements for a master's thesis in the Department of Educational Administration, I have recently submitted to my advisor, Dr. C.S. Bumbarger, a proposal for a study which has now received approval. In this proposal is outlined a design for the study of perceived adjustment problems and help needed by newly-arrived teachers in Alberta as related to selected individual personal data such as: country of origin, number of years of training, number of years of previous teaching experience, size of school system, grade level taught and sex. The central purpose of this study will be to identify the serious problems encountered by new immigrant teachers. A second purpose is to discover what orientation practices can best help the new foreign teacher adjust to his school and teaching environment.

It is hoped that the Association and administrators in general will benefit from this study which has direct implications for decisions pertaining to retention, recruitment and placement of newly-arrived teachers in the Province of Alberta. To-date, there does not appear to be research of this kind anywhere in Canada. The need for such research is becoming ever more apparent due to recent trends in the influx of new immigrant teachers to Alberta.

My immediate interests in obtaining the co-sponsorship of the A.T.A. are twofold. Firstly, the use of the Association's name will help ensure the cooperation of the new foreign teachers concerned, and thus secure better returns which are necessary for statistical significance. Secondly, the extent and scope of this study is beyond the normal requirements for an M. Ed. degree, incurring high costs for research. Minimal financial assistance would enable the study to be carried out effectively as planned without forced delimitations due to lack of sufficient financial resources on the part of the investigator.

If the Association agrees to assist me in the above requests, I will agree to provide a written report of findings and recommendations shortly after completion of the study, likely in September of this year.

In co-sponsoring this study, the A.T.A. will have no other obligation than to endorse a brief letter which can be attached to each questionnaire. The letter will be worded in a manner so as to serve the purpose of soliciting maximum cooperation of all new foreign teachers concerned. It is hoped, of course, that some financial assistance can be afforded.

Enclosed please find a rough draft of the Questionnaire for Teachers Newly-Arrived in Alberta and the thesis proposal which outlines particular details of the study.

Also please find attached a statement of estimate of costs.

I hope my request is reasonable and within the interests of the Association. I thank the Executive Council for considering my request.

Yours truly,

Leonard Shymoniak

Leonard R. Shymoniak,
Dept. of Educational Administration,
Faculty of Graduate Studies,
University of Alberta,
Edmonton, Alberta.

Encl.

GRANDE PRAIRIE JUNIOR COLLEGE

Grande Prairie, Alberta

A Proposal for a Two to Four Week "Orientation to Alberta Education" Course for Teachers New to the Province of Alberta

Sufficient evidence exists to suggest that teachers new to the Province - especially teachers from other countries - would benefit from attendance at a two to four week "Orientation to Alberta Education" course. Research being conducted by Mr. Leonard Shymoniak, of the Division of Educational Administration, demonstrates conclusively that teachers new to the Province would appreciate and benefit from such an orientation course.

I wish to recommend therefore:

1. that the G.P.J.C. offer its facilities, including the college residence during August 1968, in order that new teachers from other countries, who will be employed in the Peace River Country during the 1968-69 school year may attend an "Orientation to Alberta Education" course;

2. that school board, including the Northland School Division, be invited to cooperate by subsidizing the cost of such a course;

3. that the A.T.A. also be invited to subsidize some of the costs incurred;

4. that the teachers selected for this course be hired by school boards beginning August 1 (and not September 1, as is customary) in order that they might be able to financially meet the cost of residence accommodation;

5. that the J.C. residence be opened to families as well as individuals;

6. that a course chairman be appointed in May 1968 to coordinate and plan the course;

7. that the course for the most part be conducted by teachers and superintendents;

8. that the course be financially self-supporting;

9. that a committee of four persons be appointed to assist the chairman in planning the course (two representatives from the A.T.A., one superintendent and one representative from the Junior College);

10. that the G.P.J.C. Board of Trustees finance the expenses of the course chairman until financial support is forthcoming from other areas.

(Sgd.) J.W. Bulcock,
Instructor.

N.B. Mr. Bulcock is President of the Alberta Association of Junior College Faculties.

The Alberta Teachers' Association
BARNETT HOUSE, EDMONTON

June 28, 1968

Mr. L. R. Shymoniak,
Department of Educational Administration,
543 Education Building,
University of Alberta,
Edmonton, Alberta.

Dear Mr. Shymoniak:

This is further to our telephone conversation regarding your study which is designed to identify the help needed and the adjustment problems encountered by teachers new to Alberta.

In the letter that we sent to the teachers along with your questionnaire, I pointed out that the Association is interested in the survey because the results may be useful to us.

Our experience indicates a number of facets of education in Alberta which new teachers find puzzling or frustrating, for example, the requirements and significance of certification, evaluation of qualifications for salary purposes, the nature of collective bargaining with school boards and the meaning of collective agreements, the nature of a teacher's contract, the centralization of authority in such matters as curriculum, the decentralization of authority in such matters as the employment of teachers, the "philosophy" of the Alberta education system, and so on.

While we have not yet done a great deal towards the orientation of new teachers, the Association recognizes this as one of its responsibilities and has undertaken some steps to assist locals with orientation programs. As I said in the letter to the teachers who answered your questionnaire, your study should provide useful information for any orientation programs that we might undertake.

Yours sincerely,

T F Rieger

T.F. Rieger
Executive Assistant

TFR:lf

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